DOCUMENT RESUME

ED 112 215	CE 005 240
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TITLE	The World of Health Occupations. A Two-Year Cooperative Program.
INSTITUTION	Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
REPORT NO	VT-102-007
PUB DATE	Mar 75
NOTE	233p.
AVAILABLE FROM	New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)
EDRS PRICE	MF-$0.76 HC-$12.05 Plus Postage
DESCRIPTORS	*Career Education; *Cooperative Programs; Course Content; *Curriculum Guides; Grade 11; Grade 12; Health Occupations; *Health Occupations Education; Human Body; Human Development; Legal Problems; Nutrition Instruction; *Secondary Education; Teaching Procedures; Unit Plan
IDENTIFIERS	New Jersey

ABSTRACT

The two-year cooperative health occupations program curriculum guide was prepared to introduce to the schools, and more importantly to the studdent, the vocational opportunities to be found in health careers. The student's elected goal should lead to employment upon graduation because of specialized training, and may open doors to advanced education to prepare for a more advanced position in the health field. The document consists of seven units for the junior year: (1) orientation to school and health occupations, (2) introduction to aspects of health and human behavior, (3) growth and development of the person, (4) introduction to legal aspects, (5) body structure and functions, (6) skills related to health occupations, and (7) nutrition. The senior year consists of an orientation to the world of work. Each unit begins with an introduction and then is organized by content, teacher activities, student activities, and desired behavioral outcome. Appended are materials for testing, student records, and lists of recommended textbooks and audiovisual aids. (Author/LJ)

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

THE WORLD OF HEALTH OCCUPATIONS

A TWO-YEAR COOPERATIVE PROGRAM

CE005240

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State of New Jersey
Department of Education
Division of Vocational Education

THE WORLD OF HEALTH OCCUPATIONS

A Two-Year Cooperative Program

(VT 102 007)

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March 1975

NEW JERSEY DEPARTMENT OF EDUCATION – FRED G. BURKE, COMMISSIONER
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CURRICULUM LABORATORY
RUTGERS – THE STATE UNIVERSITY
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INTRODUCTION

The growth and expansion of health services and health agencies giving these services have opened many areas of employment opportunity. Because of this growth, many more young people need to be introduced to, and trained in, health careers providing these essential services.

This two-year cooperative Health Occupations Program curriculum guide was prepared to introduce to the schools, and more importantly to the student, the vocational opportunities to be found in health careers. It is also designed to give the student a chance to select a goal with as much fundamental information as can be absorbed during the allotted time schedule.

The student's elected goal should lead to employment upon graduation because of her specialized training, and may open doors to advanced education to prepare for a more advanced position in the health field.

During the first year, close contact is kept with the sending school through periodic conferences with the guidance counselor(s) in regard to the student's progress or lack of progress within the program.

Upon satisfactory completion of the first year, the student is granted 15 credits by the sending school and then continues into the cooperative senior year.

During this cooperative experience, the student spends four 3-hour days in the area of her choice and the fifth day in the classroom for clinical conferences and related theory.

Upon completion of the senior year, the student is awarded a certificate of completion of the Health Occupations Program along with her diploma.

COURSE OUTLINE

Part I - Junior Year

		Hrs.
Unit I	Orientation To School and Health Occupations	18
Unit II	Introduction to Aspects of Health and Human Behavior	30
Unit III	Growth and Development of the Person	40
Unit IV	Introduction to Legal Aspects	18
Unit V	Body Structure and Functions	42
Unit VI	Skills Related to Health Occupations	129
Unit VII	Nutrition	25
Clinical Conference		52
Clinical Experience		186
	Total hours	540

Part II - Senior Year

Unit I	Orientation to the World of Work	15
Clinical Conference and Related Instruction		105
Work Experience		420
	Total hours	540

COURSE OBJECTIVES

When the student has completed the course in Health Occupations she will be expected to be able to:

1. Make a decision as to the particular health-career vocation that she finds most challenging and rewarding and therefore worth selecting.
2. Define the personal, social, and behavioral qualifications needed to be a health worker.
3. Demonstrate the basic knowledge and skills needed to be employed in the selected health career.
4. Define her role as a member of the health team.
5. Describe the roles of the various other members of the health team.
6. Appreciate the patient as a person, dynamic in his own way, with basic needs that can be fulfilled by identifying and anticipating these needs.
7. Develop motivation toward acquiring continuing knowledge in the selected career.
8. Demonstrate professional and ethical interpersonal relationships.
9. Demonstrate and be skillful and competent in the art of listening, observing, and carrying out manipulative skills.
10. Integrate classroom theory and instruction in carrying out the skills needed for the selected health career and understand the need for continuing self-evaluation of the performance of these skills.
11. Use initiative and judgment in providing services for the patient within the role of the selected health career.
12. Demonstrate the basic knowledge and skill needed to provide the services to meet the needs of the consumer and the community.
13. Discuss the qualities of a good health team member and demonstrate beginning leadership ability in carrying out these abilities in her selected career.

Junior Year

Unit I - Orientation

Course Outline

Placement: First semester - first and second weeks

Time allotment: 18 hours

Course Content:

Theory: 16 hours

Quizzes: 2, 1/2 hour each

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Group discussion
3. Guest speakers
4. Films
5. Student handout sheets
6. Student reports

Methods of Evaluation:

Quizzes	1/3
Assignments	1/3
Class participation	1/3

Unit I - Orientation

Unit Objectives

When the student has completed the orientation period, she will be expected to be able to:

1. Define the philosophy of the Health Occupations program.
2. Use a constructive approach to self-study.
3. Begin to adjust to the program.
4. Recognize the challenges, opportunities for job satisfaction, and responsibilities in serving as a health worker.
5. Recognize the need for continuing self-evaluation in acquiring new knowledge.
6. Be familiar with basic health trends and the related health careers.
7. Recognize the personal, social, and manipulative skills and qualifications needed to be a sucessful health worker.

Unit I - Orientation

Part 1 - Orientation to School and the Course

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
I. Orientation to school	Greet students.	Have students introduce themselves to faculty and classmates.	The
A. Explanation of purpose of school	Explain purpose of school.		1. D
B. School philosophy and objectives	Distribute copies of philosophy and objectives of school.		2. E p
C. Rules and regulations of school			3. L o
D. Introduction of director and teaching staff	Distribute copies of rules and regulations of school.	Question and answer period	4. I t 5. I o
E. Tour of school	Introduce director and teaching staff of school.		
	Take students on tour of school.		
II. Orientation to course			
A. Overview	Explain purposes of Health Occupations Program	Discussion. Question and answer period	6. D O
B. Objectives and philosophy			7. L p
C. Distribution of materials 1. Course outline 2. Methods of evaluation 3. Test and examinations 4. Grading system 5. Textbooks	Pass out and review copies of - Course outline Methods of evaluation Testing methods Grading system Textbooks		8. D t 9. L 10. D 11. U 12. L u 13. D a
D. Assignments	Discuss: A. Need to keep up to date B. How to submit papers C. Lateness		14. D h

Unit I - Orientation
Part 1 - Orientation to School and the Course

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Greet students.	Have students introduce themselves to faculty and classmates.	The student is expected to:
Explain purpose of school.		1. Define purpose of school. 2. Explain the school philosophy.
Distribute copies of philosophy and objectives of school.		3. List rules and regulations of the school. 4. Identify director and teaching staff.
Distribute copies of rules and regulations of school.	Question and answer period	5. Identify physical layout of the school.
Introduce director and teaching staff of school.		
Take students on tour of school.		
Explain purposes of Health Occupations Program	Discussion. Question and answer period	6. Define purpose of Health Occupations Program. 7. List objectives and philosophy of program.
Pass out and review copies of - Course outline Methods of evaluation Testing methods Grading system Textbooks		8. Describe methods by which they will be evaluated. 9. List testing methods. 10. Describe grading system. 11. Use textbooks properly.
Discuss: A. Need to keep up to date B. How to submit papers C. Lateness		12. List reasons for keeping up to date on assignment. 13. Describe how to submit an assignment. 14. Describe outcome for habitual lateness.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
III. Study habits	Lecture	Group discussion	The s
A. Motivation for study 1. Sincere interest in health occupations 2. Competition with classmates 3. Success in future	Show film "How to Study."	Discuss key points learned from film.	15. Us wh 16. Li fr
B. Conditions for study 1. Proper ventilation 2. Good lighting	Give examples of poor and proper environments in which to study.	Students will give examples of poor and proper study environments.	17. De co
3. Conducive environment 4. Proper posture	Hand out printed material on how to study.	Discussion on material	18. De fo
C. Aids to study 1. Determining important points in assigned lesson 2. Choosing key points in lecture 3. Reviewing exam	Assign paragraph to demonstrate choosing key points	Choose key points. Discussion of choices.	19. De im 20. De ke 21. Li in
D. Preview of lesson E. Concentration F. Other hints	Answer students' questions	Question and answer period on how to study.	22. Li in 23. De 24. Li in
	Unit review	Unit test	

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
	Lecture	Group discussion	The student is expected to:
udy st th re	Show film "How to Study."	Discuss key points learned from film.	15. Use proper study habits when preparing for class. 16. List key points learned from film "How to Study."
udy	Give examples of poor and proper environments in which to study.	Students will give examples of poor and proper study environments.	17. Describe the proper conditions for studying.
	Hand out printed material on how to study.	Discussion on material	18. Describe proper posture for studying.
or- n re	Assign paragraph to demonstrate choosing key points	Choose key points. Discussion of choices.	19. Describe how to determine important points. 20. Describe how to pick out key points in lecture. 21. List purposes of reviewing an exam or test.
	Answer students' questions	Question and answer period on how to study.	22. List reasons for previewing a lesson. 23. Describe concentration. 24. List several hints to aid in studying.
	Unit review	Unit test	

13 A

Unit I - Orientation
Part 2 - The Health-Care Worker

CONTENT	*TEACHER ACTIVITIES*	STUDENT ACTIVITIES	
A. Medical care through the ages 1. Ancient 2. Dark ages 3. Beginning modern era	Lecture— Compare health occupations today with those of the past. Discuss possible future trends and needs.	Class discussion on who provides health care. Discuss possible future trends and needs.	The st 1. Tr he va pr
B. Qualifications needed for health workers 1. Personality—a liking for people 2. Personal appearance a. grooming b. cleanliness	Discuss the qualities that would be looked for in an interview for hiring a health worker.	Role-play the qualified and unqualified person seeking employment.	2. Li qu he 3. De ap
3. Understanding of business world a. Attitudes b. Ethics c. Social behavior	Lecture and discussion	Read Unit 4, Medical Ethics, pp. 11 and 12, of *Health Assistant*, by Caldwell and Heymer.	4. De 5. De 6. De be
4. Attitude toward patients a. Communications skills b. Voice c. Patience d. Kindness e. Empathy	Filmstrip by Train-Aide T0016, Staff Communications T0015, Nurse-Patient Communications Hand out sheet with several situations to role-play.	Discuss filmstrip Question and answer period Role-play several situations involving communications skills.	7. De co 8. De to 9. De 10. De 11. De

Unit I - Orientation
Part 2 - The Health-Care Worker

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture—	Class discussion on who provides health care.	The student is expected to:
Compare health occupations today with those of the past.		1. Trace the development of health care through the various stages up to present times.
Discuss possible future trends and needs.	Discuss possible future trends and needs.	
Discuss the qualities that would be looked for in an interview for hiring a health worker.	Role-play the qualified and unqualified person seeking employment.	2. List and describe qualifications of the health worker. 3. Demonstrate good personal appearance.
Lecture and discussion	Read Unit 4, Medical Ethics, pp. 11 and 12, of *Health Assistant*, by Caldwell and Heymer.	4. Define "attitude" 5. Define "ethics" 6. Describe proper social behavior
Filmstrip by Train-Aide T0016, Staff Communications T0015, Nurse-Patient Communications	Discuss filmstrip Question and answer period	7. Demonstrate proper communications skills 8. Describe various voice tones
Hand out sheet with several situations to role-play.	Role-play several situations involving communications skills.	9. Describe patience 10. Describe kindness 11. Define empathy

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
5. Manipulative skills a. Dexterity b. Accuracy			12. Def its car
6. Continued social and intellectual growth a. Maturity b. Continuing education	Discuss need for social and intellectual growth and how they are acquired. Relate past and present schooling.	Group discussion	13. Des acq int
C. Adaptability of health careers			
1. Areas of common knowledge and skill	Discuss areas of common knowledge.	Discussion	14. Des com car
D. Preview of health careers	Lecture		
1. Research findings 2. Agencies doing research a. Federal b. State	Discuss some research findings to develop students' understanding of how new statistics aid in the creation of job opportunities.	Have students do community survey of local educational institutions offering various courses for health workers.	15. Def 16. Lis bei hea 17. Lis com ins cou wor
	Unit review	Unit test	

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
ls			12. Define manipulation and its role in a health career
nd th ca- h	Discuss need for social and intellectual growth and how they are acquired. Relate past and present schooling.	Group discussion	13. Describe methods of acquiring social and intellectual growth
ll	Discuss areas of common knowledge.	Discussion	14. Describe areas of commonality in health care.
	Lecture		
	Discuss some research findings to develop students' understanding of how new statistics aid in the creation of job opportunities.	Have students do community survey of local educational institutions offering various courses for health workers.	15. Define research. 16. List types of research being conducted in the health careers field. 17. List several types of community educational institutions offering courses for health workers.
	Unit review	Unit test	

Unit I - Orientation
Part 3 - Health Careers

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Registered Nurse 1. Job description 2. Special preparation and educational requirements 3. Job opportunities 4. Approximate salary	Lecture and discussion Pass out research report form. Review form. Prepare a panel discussion with representatives from various health careers.	Student research project: Have students research community resources for gaining knowledge of health careers in local area. Collect information on job requirements, educational level, job analysis, and job opportunities. Discussion - Interview panel	The s 1. De Nu 2. Li ti to en 3. Li me 4. De op to 5. Gi ra Nu
B. Licensed Practical Nurse 1. Job description 2. Special preparation and educational requirements. 3. Job opportunities 4. Approximate salary			6. De Pr 7. Li me 8. De jo th 9. Gi ra
C. Medical Office Assistant 1. Job description 2. Special preparation and educational requirements. 3. Job opportunities 4. Approximate salary	Film "Medical Office Assistant," Wyeth Laboratories	Discuss film	10. De Me 11. Li ed fo As 12. Li fo As 13. Gi ra

Unit I - Orientation
Part 3 - Health Careers

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
tion es	Lecture and discussion Pass out research report form. Review form.	Student research project: Have students research community resources for gaining knowledge of health careers in local area. Collect information on job requirements, educational level, job analysis, and job opportunities.	The student is expected to: 1. Define role of Registered Nurse. 2. List 3 types of educational programs offered to qualified people entering the field.
ary	Prepare a panel discussion with representatives from various health careers.	Discussion - Interview panel	3. List educational requirements of the R.N. 4. Describe various job opportunities available to the R.N. 5. Give approximate salary range of the Registered Nurse.
Nurse tion es ary			6. Describe the role of the Practical Nurse. 7. List educational requirements of the P.N. 8. Describe briefly various job opportunities for the Practical Nurse. 9. Give approximate salary range of the Practical Nurse.
stant tion es ary	Film "Medical Office Assistant," Wyeth Laboratories	Discuss film	10. Describe the role of the Medical Office Assistant. 11. List preparation and educational requirements for the Medical Office Assistant. 12. List job opportunities for the Medical Office Assistant. 13. Give approximate salary range.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
D. Medical Records Clerk 1. Job description 2. Special preparation and educational requirements 3. Job opportunities 4. Approximate salary	Lecture and discussion	Discussion	14. Desc Medi 15. List ment prep 16. List for Cler 17. Give rang
E. Medical Secretary 1. Job description 2. Special preparation and educational requirements 3. Job opportunities 4. Approximate salary	Lecture and discussion	Discussion	18. Desc educ for 19. List for 20. Give rang Secr
F. Medical Health Assistant 1. Job description 2. Special educational and preparation requirements 3. Job opportunities 4. Approximate salary	Lecture and discussion	Discussion	21. Desc Medi 22. List and ment Heal 23. List for Assi 24. Give rang

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion	Discussion	14. Describe the role of the Medical Records Clerk. 15. List educational requirements and special preparation. 16. List job opportunities for the Medical Records Clerk. 17. Give approximate salary range.
Lecture and discussion	Discussion	18. Describe the role and educational requirements for the Medical Secretary. 19. List job opportunities for the Medical Secretary. 20. Give approximate salary range for the Medical Secretary.
Lecture and discussion	Discussion	21. Describe role of the Medical Health Assistant. 22. List special preparation and educational requirements for the Medical Health Assistant. 23. List job opportunities for the Medical Health Assistant. 24. Give approximate salary range

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
G. Surgical Technician	Lecture and discussion	Discussion	The st
1. Job description			25. Des Sur
2. Special preparation and educational requirements	Trainex filmstrip - "Operating Room"	Discussion of filmstrip	26. Lis and men Tec
3. Job opportunities			27. Lis the
4. Approximate salary			28. Giv ran
H. X-ray Technician	Lecture and discussion	Discussion	29. Def
1. Job description			Tec
2. Special preparation and educational requirements			30. Lis and men 31. Des opp
3. Job opportunities			32. Giv ran
4. Approximate salary			
I. Inhalation Therapist	Lecture and discussion	Discussion	33. Def
1. Job description			The
2. Special preparation and educational requirements	Filmstrip by Tranex - "Inhalation Therapy"		34. Lis and men 35. Des opp
3. Job opportunities			36. Giv ran
4. Approximate salary			

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion	Discussion	The student is expected to: 25. Describe the role of the Surgical Technician.
Trainex filmstrip - "Operating Room"	Discussion of filmstrip	26. List special preparation and educational requirements for the Surgical Technician. 27. List job opportunities for the Surgical Technician. 28. Give approximate salary range.
Lecture and discussion	Discussion	29. Define role of X-ray Technician. 30. List special preparation and educational requirements. 31. Describe various job opportunities. 32. Give approximate salary range.
Lecture and discussion Filmstrip by Tranex - "Inhalation Therapy"	Discussion	33. Define role of Inhalation Therapist. 34. List special preparation and educational requirements. 35. Describe various job opportunities. 36. Give approximate salary range.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
J. Laboratory Technician 1. Job description	Lecture and discussion	Discussion	37. Defi Tech
2. Special preparation and educational requirements			38. Lis and ment 39. List for
3. Job opportunities			40. Give rang
4. Approximate salary			
K. Ward Clerk			41. Defi
1. Job description	Lecture and discussion	Discussion	42. List and ment
2. Special preparation and educational requirements	Filmstrip by Train-Aide T0300 An Introduction to the Ward/Unit Secretary	Discussion of filmstrip	43. List for
3. Job opportunities			44. Give rang
4. Approximate salary			
L. Health Assistant 1. Job description	Lecture and discussion	Field trip - Tour hospital, visiting various department in a general hospital.	45. Defi Assi
2. Special preparation and educational requirements	Arrange field trip to local hospital.	Discuss field trip.	46. List and ment 47. List 48. Give rang
3. Job opportunities			
4. Approximate salary			

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion	Discussion	37. Define role of Laboratory Technician. 38. List special preparation and educational requirements. 39. List job opportunities for laboratory Technicians. 40. Give approximate salary range
Lecture and discussion Filmstrip by Train-Aide T0300 An Introduction to the Ward/Unit Secretary	Discussion Discussion of filmstrip	41. Define role of Ward Clerk 42. List special preparation and educational requirements. 43. List job opportunities for the Ward Clerk. 44. Give approximate salary range.
Lecture and discussion Arrange field trip to local hospital.	Field trip - Tour hospital, visiting various department in a general hospital. Discuss field trip.	45. Define role of the Health Assistant. 46. List special preparation and educational requirements. 47. List job opportunities. 48. Give approximate salary range.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
M. Dental Assistant 1. Job description	Film "The Dental Assistant, A Career of Service" U.S.P.H.S. film.	Discuss film	The st 49. Def Den
2. Special preparation and educational requirements	Lecture and Discussion		50. Lis and men
3. Job opportunities			51. Lis and ran
4. Approximate salary			
N. Health Team A. Hospital B. Doctor's office C. Clinics D. Public health	Lecture and discussion: Importance of health teams Personnel on health teams Function of each member of the health team	Discuss role of the health team.	52. Des tre 53. Lis hea 54. Lis mem tea

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Film "The Dental Assistant, A Career of Service" U.S.P.H.S. film. Lecture and Discussion	Discuss film	The student is expected to: 49. Define the role of the Dental Assistant. 50. List special preparation and educational requirements. 51. List job opportunities and approximate salary range.
Lecture and discussion: Importance of health teams Personnel on health teams Function of each member of the health team	Discuss role of the health team.	52. Describe how health-team trends have evolved. 53. List all members of the health team. 54. List the function of three members of the health team.

Time Allotment: 30 hours

Course Content:

Theory: 27 hours

Quizzes: 2 hours

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Group discussion
3. Films
4. Student reports
5. Field trips

Methods of Evaluation:

Final exam 1/3

Quizzes)
)
Assignments) 2/3
)
Class participation)

Textbooks:

Microbiology for the Nurse, Ferris, Elvira B.,
Delmar Publishers, Albany, N.Y.

Understanding Human Behavior, Milliken, Mary E.,
Delmar Publishers, Albany, N.Y.

Unit II - Introduction to Aspects of Health and Human Behavior

Course Outline

Placement: First semester

Time Allotment: 30 hours

Course Content:

Theory: 27 hours

Quizzes: 2 hours

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Group discussion
3. Films
4. Student reports
5. Field trips

Methods of Evaluation:

Final exam 1/3

Quizzes)
)
Assignments) 2/3
)
Class participation)

Textbooks:

Unit II - Introduction to Aspects of Health and Human Behavior

Unit Objectives

When the student has completed the unit on Introduction to Aspects of Health and Human Behavior, she will be expected to be able to:

1. Further understand herself in relation to others and use this understanding as a means to improving relations with others.

2. Recognize the importance of good physical, mental, and social health as a health concept.

3. Hold the proper attitude toward professional appearance and deportment.

4. Describe what influences health.

5. Appreciate the patient as a person, dynamic in his own way, with basic needs to be met.

6. Describe community health problems and trends.

7. Identify the various health agencies involved in preventive medicine and describe how they function.

8. Define the fundamentals of human relations and appreciate the philosophy of individual worth.

9. Acquire increased skills in recognizing and identifying health problems.

Unit II - Introduction to Aspects of Health and Human Behavior
Part 1 - Personal Health, Physical and Mental

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
A. Aspects of health			The stu
1. Definition 2. Health concepts 3. Types of health care a. Preventive b. Therapeutic c. Rehabilitative d. Maintenance	Lecture	Discussion - pupils' concept of health	1. Defi 2. List 3. List care
4. Agencies and Institutions for health care a. Physicians' offices b. Hospitals c. Clinics d. Public health agencies e. Home care	Lecture and discussion Divide students into three groups for quiz session and assignment.	Discussion Have students make up a list of all agencies and institutions offering health care.	4. Desc agen offe
B. Personal hygiene (physical) 1. Personal hygiene 2. Dental health 3. Nutrition 4. Rest, recreation and exercise 5. Importance of regular physical checkup	Lecture Guest speaker from modeling agency on personal hygiene	Group activity - question and answer period	5. List one'
6. Immunizations	Lecture Pass out immunization charts.	Discuss types of immunization programs available for both humans and animals.	6. List immu

Unit II - Introduction to Aspects of Health and Human Behavior
Part 1 - Personal Health, Physical and Mental

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture	Discussion - pupils' concept of health	1. Define "health." 2. List two health concepts. 3. List four types of health care.
Lecture and discussion Divide students into three groups for quiz session and assignment.	Discussion Have students make up a list of all agencies and institutions offering health care.	4. Describe three types of agencies and institutions offering health care.
Lecture Guest speaker from modeling agency on personal hygiene	Group activity - question and answer period	5. List five ways to maintain one's physical health.
Lecture Pass out immunization charts.	Discuss types of immunization programs available for both humans and animals.	6. List three reasons for immunization.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
C. Mental health			The st
1. Philosophy of individual worth	Lecture	Discussion	7. Def
a. Self b. The individual	Assign pages in text to read for discussion.	Read "Understanding Human Behavior," Topic 2, pp. 9-25.	8. Des of
2. Personality a. Id b. Ego	Lecture - discuss levels of consciousness	Discussion	9. Lis str
c. Super ego	Overhead projection "Iceberg Phenomenon." Point out three areas of personality.	Draw iceberg with three areas of personality portrayed. Use for discussion of examples.	
3. Understanding human behavior	Lecture and discussion	Read "Understanding Human Behavior," Topic 4, pp. 26-37.	10. Lis fou inf
a. Influences on behavior (1) Heredity (2) Environment (3) Socioeconomic (4) Prejudices and intolerance (a) Verbal (b) Nonverbal	Assign reading for discussion.	Discuss above reading.	
4. Essential needs of all people	Lecture	Discussion	11. Lis of
a. Comfort - health b. Approval - satisfaction c. Acceptance - security	Assign reading	Read "Understanding Human Behavior," Topics 5, 6, and 7, pp. 38-67.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture	Discussion	The student is expected to: 7. Define "mental health."
Assign pages in text to read for discussion.	Read "Understanding Human Behavior," Topic 2, pp. 9-25.	8. Describe the philosophy of individual worth.
Lecture - discuss levels of consciousness	Discussion	9. List the theoretical structure of the mind.
Overhead projection "Iceberg Phenomenon." Point out three areas of personality.	Draw iceberg with three areas of personality portrayed. Use for discussion of examples.	
Lecture and discussion	Read "Understanding Human Behavior," Topic 4, pp. 26-37.	10. List and briefly describe four factors which influence behavior.
Assign reading for discussion.	Discuss above reading.	
Lecture	Discussion	11. List three essential needs of all people.
Assign reading	Read "Understanding Human Behavior," Topics 5, 6, and 7, pp. 38-67.	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
5. Patterns of behavior and protective mechanisms a. Compensation b. Conversion c. Fantasy d. Identification e. Rationalization f. Sublimation g. Repression h. Agression	Lecture Assign reading Pass out assignment sheets on role-playing of mental mechanisms.	Discussion Read "Understanding Human Behavior," Topic 11, pp. 100-113. Role-play, using each mental mechanism.	12. Lis mec of
D. Social health 1. Daily courtesies 2. Outside interests 3. Involvement in community	Lecture and discussion	Group discussion	13. Def
4. Recreation (hobbies, sports, etc.)	Lecture	Discussion of various types of recreation	14. Lis tha soc
5. Intellectual efforts a. Reading b. Further study c. Conversation d. Cultural activities	Lecture	Discuss intellectual efforts and their rewards.	15. Des fac att
E. Spiritual growth	Lecture	Group discussion	16. Des
1. Understanding of others a. National background b. Racial background c. Religious background	Guest speaker - American Council of Churches, to discuss spiritual growth Question - What national customs will affect patient's attitudes?	Question and answer period Students will tell of various national customs or beliefs as a way to further the understanding of others.	17. Des bel you som nat rel
2. Care in value judgments			

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
or	Lecture Assign reading Pass out assignment sheets on role-playing of mental mechanisms.	Discussion Read "Understanding Human Behavior," Topic 11, pp. 100-113. Role-play, using each mental mechanism.	12. List eight types of mental mechanisms, giving example of each.
	Lecture and discussion	Group discussion	13. Define "social health."
s,	Lecture	Discussion of various types of recreation	14. List sources of recreation that would aid in promoting social health.
ts	Lecture	Discuss intellectual efforts and their rewards.	15. Describe how intellectual factors influence one's attitudes toward health.
	Lecture	Group discussion	16. Describe spiritual growth
	Guest speaker - American Council of Churches, to discuss spiritual growth	Question and answer period	17. Describe two customs or beliefs that would influence your understanding of someone of different national, racial, or religious background.
nd	Question - What national customs will affect patient's attitudes?	Students will tell of various national customs or beliefs as a way to further the understanding of others.	
ments			

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
F. Illness and patient behavior	Lecture Assign reading. Ask students to give examples of how they behave differently when sick.	Discuss how illness affects one's behavior. Read "Understanding Human Behavior," pp. 139-148.	The stu
G. Coping with patient behavior		Read "Understanding Human Behavior," pp. 149-163.	18. List pati
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture	Discuss how illness affects one's behavior.	The student is expected to:
Assign reading.	Read "Understanding Human Behavior," pp. 139-148.	
Ask students to give examples of how they behave differently when sick.		
	Read "Understanding Human Behavior," pp. 149-163.	18. List ways to cope with patients behavior.
Unit review	Unit test	

Unit II - Introduction to Aspects of Health and Human Behavior
Part 2 - Community Health and Infections

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
A. Community health			The stu
1. Aims of community health	Lecture	Discussion	1. Desc 2. List heal
2. Community-health agencies			
a. Official agencies 1. International 2. National 3. State 4. Local	Guest speaker from State Department of Health	Question and answer period	3. Lis type comm 4. List
b. Non-official (voluntary)			volu
3. Public health problems a. Maternal and child health	Lecture - Assign students to a particular health problem to prepare for panel discussion.	Have students prepare panel discussion on various health problems.	5. Desc and
b. TB control			6. List
c. Venereal disease control			7. Desc cont
d. Mental illness			8. List
e. Drug addiction	Field trip to drug clinic	Discussion following field trip	9. Comp lems rega and
f. Alcohol addiction	Guest speaker from A.A.	Question and answer period	
g. Care of the aged			10. Brie invo
h. Care of chronic diseases			11. List in c chro

Unit II - Introduction to Aspects of Health and Human Behavior
Part 2 - Community Health and Infections

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
y	Lecture	Discussion	1. Describe community health. 2. List aims of a community-health program.
cies al	Guest speaker from State Department of Health	Question and answer period	3. List and describe four types of official community-health agencies. 4. List three non-official voluntary health agencies.
blems se	Lecture - Assign students to a particular health problem to prepare for panel discussion.	Have students prepare panel discussion on various health problems.	5. Describe several maternal and child health programs. 6. List methods of TB control. 7. Describe methods of VD control. 8. List signs of mental illness.
ion ed c	Field trip to drug clinic Guest speaker from A.A.	Discussion following field trip Question and answer period	9. Compare significant problems of a community in regards to drug addiction and alcohol addiction. 10. Briefly describe problems involved in care of aged. 11. List problems involved in care of patient with chronic disease.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
4. Community-health measures	Lecture - Each student will be given a community-health problem to research. An outline to follow in doing the research will be given to each student.	Have students do research reports on various community-health measures.	The st
a. Immunization and communicable-disease control			12. Desc immu avai
b. Sanitation and food control			13. Des muni
c. Air and water pollution	Guest speaker on ecology and air and water pollution, from State Department of Environmental Control	Interview guest speaker.	14. Lis air
5. Trends in community-health care	Lecture	Discussion	15. Des com
a. Continuance of patient care (follow-up during convalescence)	Arrange field trip to local community-health-care center	Field trip to local community-health-care center	
b. Health-care center	Arrange field trip to extended-care facility.	Field trip to extended-care facility	16. Lis hea
c. Health workers employed in these agencies			17. Lis of
d. Team care			18. Des
B. Infectious diseases	Lecture	Discussion	
1. Definition of disease	Assign reading in textbook	Read "Microbiology for the Nurse," pp. 1-2.	19. Def
	Filmstrip "The Microbe Hunters"	Discuss filmstrip.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - Each student will be given a community-health problem to research. An outline to follow in doing the research will be given to each student.	Have students do research reports on various community-health measures.	The student is expected to: 12. Describe two types of immunization programs available to her community. 13. Describe one type of communicable disease control.
Guest speaker on ecology and air and water pollution, from State Department of Environmental Control	Interview guest speaker.	14. List measures to prevent air and water pollution.
Lecture	Discussion	15. Describe local trends in community-health care.
Arrange field trip to local community-health-care center	Field trip to local community-health-care center	
Arrange field trip to extended-care facility.	Field trip to extended-care facility	16. List three types of health-care centers. 17. List and describe ten types of health workers. 18. Describe team care.
Lecture	Discussion	
Assign reading in textbook	Read "Microbiology for the Nurse," pp. 1-2.	19. Define "infectious disease."
Filmstrip "The Microbe Hunters"	Discuss filmstrip.	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
2. Causes			20. Lis dis
a. Pathogens			21. Def
b. Malnutrition			
c. Physical agents			
d. Chemical agents			
e. Congenital			
f. Degenerative process			
g. Neoplasms			
3. Predisposing factors	Lecture and discussion	Discussion	
a. Age	Give students the survey outlines.	Students will do survey on predisposing factors. a. heredity b. occupation c. age and sex	22 . Li fac dis
b. Sex			
c. Heredity - genetics			
d. Environment			
e. Occupation			
f. Preexisting illness			
g. Psychogenic factors			
4. Terminology	Lecture	Discussion	
a. Etiology			23. Def
b. Incidence	Pass out terminology sheets and review with students.	Discuss terminology sheets	24. Def
c. Acute/Subacute			25. Def
d. Chronic			26. Def
e. Ideopathic			27. Def
f. Communicable	Film - "Hospital Sepia, a Communicable Disease"	Discuss film	28. Def com
g. Epidemic/endemic			29. Dif "ep
h. Diagnosis			30. Def
i. Symptoms 1. Objective 2. Subjective			31. List cla sym

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		20. List seven causes of disease. 21. Define "pathogen."
Lecture and discussion	Discussion	
Give students the survey outlines.	Students will do survey on predisposing factors. a. heredity b. occupation c. age and sex	22. List and describe seven factors predisposing to disease.
Lecture	Discussion	
Pass out terminology sheets and review with students.	Discuss terminology sheets	23. Define "etiology." 24. Define "incidence." 25. Define "acute," "subacute." 26. Define "chronic." 27. Define "ideopathic."
Film - "Hospital Sepia, a Communicable Disease"	Discuss film	28. Define and list eight communicable diseases. 29. Differentiate between "epidemic" and "endemic." 30. Define "diagnosis." 31. List and describe two classifications of symptoms.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
j. Therapy - therapeutic k. Prevention			The st 32. Def 33. Def 34. Dis pre
5. Micro-organisms - pathogens and non-pathogens	Lecture and discussion Assign reading for discussion.	Discussion Read "The Health Assistant" Caldwell and Hegner, Sect. 7, pps. 16-22.	35. Con non
a. Introduction b. Classification c. Structure d. Characteristics e. Reproduction f. Common diseases produced by pathogens	Give students guidelines for chart.	Prepare chart to outline the main differences among protozoa, yeasts, bacteria, molds, viruses, and rickettsia. If time permits, use microscope for assistance in preparing chart.	
6. Methods of control			36. Lis met con
a. Physical b. Chemical c. Antibiotics	Lecture - Discuss differences in physical and chemical sterilization - Have students prepare chart. Assign reading	Discussion Lab experiment - Students will prepare a chart on sterilization methods. Students will sterilize various articles. Discussion of antibiotic sensitivity. "Microbiology for the Nurse," p.74.	
7. Transfer of organisms a. Direct 1. Droplet 2. Body contact	Lecture - Discuss climate and change of seasons, when micro-organisms are transferred more frequently than at other times. Assign reading. Set up lab experiment.	Discussion Read "Microbiology for the Nurse," pp. 80-83. Answer questions 1 - 10. Lab. experiment p. 117, same book. Transmission of Bacteria by the Hands.	37. Con of org

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to: 32. Define "therapy." 33. Define "therapeutic." 34. Discuss prevention and preventative measures.
Lecture and discussion Assign reading for discussion. Give students guidelines for chart.	Discussion Read "The Health Assistant" Caldwell and Hegner, Sect. 7, pps. 16-22. Prepare chart to outline the main differences among protozoa, yeasts, bacteria, molds, viruses, and rickettsia. If time permits, use microscope for assistance in preparing chart.	35. Contrast pathogenic and non-pathogenic organisms.
Lecture - Discuss differences in physical and chemical sterilization - Have students prepare chart. Assign reading	Discussion Lab experiment - Students will prepare a chart on sterilization methods. Students will sterilize various articles. Discussion of antibiotic sensitivity. "Microbiology for the Nurse," p.74.	36. List and describe three methods of micro-organism control.
Lecture - Discuss climate and change of seasons, when micro-organisms are transferred more frequently than at other times. Assign reading. Set up lab experiment.	Discussion Read "Microbiology for the Nurse," pp. 80-83. Answer questions 1 - 10. Lab. experiment p. 117, same book. Transmission of Bacteria by the Hands.	37. Contrast the two methods of transferring micro-organisms.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
b. Indirect 1. Fomites 2. Live carrier 3. Contaminated water 4. Contaminated food	Filmstrip - "Louis Pasteur, Joseph Lister, Robert Koch" Set up lab experiment.	Question and answer period before and after filmstrip. Lab experiment - "Microbiology for the Nurse," p. 124, Bacteria in Water.	38. Defi 39. Give carr
8. Portal of entry a. Respiratory tract b. Gastrointestinal tract c. Genitourinary tract d. Breaks in skin e. Membranes of eyes, nose, mouth, rectum	Lecture Assign library reports to students for class discussion on the various modes of transmission of disease.	Discussion Prepare reports: - "Typhoid Mary" case - Mosquito control - Building the Panama Canal - Black plague - Cholera	40. List port micr
9. Mode of exit from the body a. Respiratory tract b. Gastrointestinal tract c. Genitourinary tract d. Skin e. Membranes of eyes, nose, mouth, rectum	Lecture Relate to anatomy and physiology.	Discussion Survey - Which virus disease causes the greatest number of absences from school year after year?	41. List mode body

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
	Filmstrip - "Louis Pasteur, Joseph Lister, Robert Koch"	Question and answer period before and after filmstrip.	38. Define "fomites." 39. Give example of a live carrier.
	Set up lab experiment.	Lab experiment - "Microbiology for the Nurse," p. 124, Bacteria in Water.	
ct l	Lecture	Discussion	40. List and describe five portals of entry for micro-organisms.
es,	Assign library reports to students for class discussion on the various modes of transmission of disease.	Prepare reports: - "Typhoid Mary" case - Mosquito control - Building the Panama Canal - Black plague - Cholera	
	Lecture	Discussion	41. List and describe five modes of exit from the body.
ct l	Relate to anatomy and physiology.	Survey - Which virus disease causes the greatest number of absences from school year after year?	
es,			

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
10. How disease-producing organisms affect the body a. Destruction of tissue b. Production of toxins c. Localized infection d. Systemic infections	Lecture - Show pictures of conditions outlined. Discuss how micro-organisms also aid the body.	Discussion - Describe the pictures.	The stu 42. Desc dest 43. Desc of t 44. List infe 45. List infe
11. Susceptibility to infection a. Number of germs entering the body b. Virulence c. Resistance of body to infection 1. General state of health 2. Presence of antibodies d. Mode of entry	Lecture - How do disease germs pass from an ill person to a well person? Filmstrip - "Isolation Techniques" Demonstrate isolation techniques.	Discussion - Make a list of the careless practices by which disease germs may be passed from diseased persons to well persons. Discuss filmstrip Practice lab - Isolation technique	46. Disc "suc 47. Defi 48. Defi 49. Carr isol
12. Immunity - terms a. Antibody b. Antigen c. Immunity d. Inoculation e. Types of immunity 1. Natural 2. Acquired 3. Passive	Lecture and discussion Assign reading in textbook.	Discussion Read "Microbiology for the Nurse," pp. 91-93, questions 1-17,Immunity. pp. 95-96. Vaccines and Immune Screens	50. Defi 51. Defi 52. Defi 53. Desc 54. List type 55. Defi
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - Show pictures of conditions outlined.	Discussion - Describe the pictures.	The student is expected to:
Discuss how micro-organisms also aid the body.		42. Describe how organisms destroy tissue. 43. Describe the production of toxins. 44. List signs of a localized infection. 45. List signs of systemic infection.
Lecture - How do disease germs pass from an ill person to a well person?	Discussion - Make a list of the careless practices by which disease germs may be passed from diseased persons to well persons.	46. Discuss the term "suceptibility." 47. Define "virulence." 48. Define "resistance."
Filmstrip - "Isolation Techniques"	Discuss filmstrip	49. Carry out proper isolation techniques.
Demonstrate isolation techniques.	Practice lab - Isolation technique	
Lecture and discussion	Discussion	
Assign reading in textbook.	Read "Microbiology for the Nurse," pp. 91-93, questions 1-17, Immunity. pp. 95-96. Vaccines and Immune Screens	50. Define "antibody." 51. Define "antigen." 52. Define "immunity." 53. Describe inoculation. 54. List and describe three types of immunity. 55. Define passive immunity.
Unit review	Unit test	

Unit III - Growth and Development of the Person

Course Outline

Placement: First semester

Time allotment: 40 hours

Course Content:

Theory: 35 hours

Quizzes: 4 hours (1/2 hour each)

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Group discussion
3. Films
4. Student reports
5. Worksheets
6. Field trips
7. Filmstrips
8. Child development study

Methods of Evaluation:

Unit exams	1/3
Assignments	1/3
Class participation	1/3

Textbook: *Growth, Development and Family Life*, Babcock
F.A. Davis Co.,

Unit III - Growth and Development of the Person

Unit Objectives

When the student has completed the unit on Growth and Development she should be able to:

1. Demonstrate an awareness of social and emotional health which relates to her own behavior.
2. Discuss the factors that affect social and emotional behavior.
3. Identify patterns of mental and physical development and contrast the problems facing each age group.
4. Identify local facilities available for special needs.
5. Discuss the concept of birth to death as a progressive developmental process.
6. Describe physical development in terms of weight at birth, 6 months, and 1 year.
7. Describe each age group in terms of what they can do physically from birth to 6 years.
8. Define and describe the family unit.

Unit III - Growth and Development of the Person
Part I - Understanding Yourself

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DI
A. Introduction - Self-understanding	Objectives of Unit		The stu
1. Values	Lecture		
	Discussion - How we approach everyday events	Discussion - Brainstorming session on values	1. List doin depe styl
2. Basic needs	Discussion - How will you plan nursing care of patient around his basic needs?	Discuss - How we obtain basic needs; the patient's basic needs.	2. List the cons nurs pati
3. Interaction	Discussion Handout sheet for role assignments.	Role play - Act out situations depicting various emotional climates and how they would affect interactions.	3. List cont we f
4. Physical environment	General discussion of how various physical factors in the environment affect our attitude toward work and study.	Discussion - Have students discuss some ways they may improve on their physical home environment as well as the classroom environment.	
5. Emotional environment	Lecture, with overhead projector - the patient's room (his environment) Discussion - Give an example of an emotional situation.	Answer questions asked by teacher, referring to overhead. Discuss - What happens in your home when a family member is upset?	4. Desc facto emot to th being hosp

Unit III - Growth and Development of the Person
Part I - Understanding Yourself

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Objectives of Unit		The student is expected to:
Lecture		
Discussion - How we approach everyday events	Discussion - Brainstorming session on values	1. List different ways of doing the same things, depending on one's life style.
Discussion - How will you plan nursing care of patient around his basic needs?	Discuss - How we obtain basic needs; the patient's basic needs.	2. List 6 basic needs that the nurse may need to consider in planning the nursing care for her patient.
Discussion Handout sheet for role assignments.	Role play - Act out situations depicting various emotional climates and how they would affect interactions.	3. List factors that contribute to the way we feel and act.
General discussion of how various physical factors in the environment affect our attitude toward work and study.	Discussion - Have students discuss some ways they may improve on their physical home environment as well as the classroom environment.	
Lecture, with overhead projector - the patient's room (his environment)	Answer questions asked by teacher, referring to overhead.	4. Describe the environmental factors, physical and emotional, that contribute to the patient's well-being while in the hospital.
Discussion - Give an example of an emotional situation.	Discuss - What happens in your home when a family member is upset?	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
6. How to change physical and emotional environments	Lecture - Does the hospital floor take on the personality of the head nurse?	Discussion - Observe a head nurse in the hospital and describe how her actions and attitudes affect the personnel in the ward.	5. Lis doi now phy emo
		Discuss - What do you think the nurse might do to change the physical and/or emotional environment?	6. Lis tha hom
B. Personality 1. Definition	Discussion	Brainstorming session	7. Def
C. Personality development 1. Heredity	Lecture - Inherited traits. Give examples from life situations.	Discussion - Students will suggest traits they feel they have inherited.	8. Lis
2. Environment	Lecture - How does environment interact with heredity?	Discussion - Environmental factors that affect personality development	9. Lis fac dev
D. Forces in the personality	Review from Aspects of Human Behavior, Unit II, Part 1-C.	Recall previous discussion.	10. Giv con
1. Conscious forces - what we're aware of: a. Problem solving b. Memory c. Decision making	Lecture - Hand out sheet on problem-solving steps and prepare several problems to be solved by students.	Discussion - Students will be divided into groups of 4's for bull session to solve a problem by the problem-solving method.	
2. Unconscious forces - what we're not aware of: a. Needs b. Urge c. Drives	Film - "Preface to Life" Find three examples in film to show how parents' treatment of children affects their growth and development.	Discussion of film. Have students develop questions regarding film. Discuss answers.	11. Nam unc
		Give three examples from film in response to teacher's suggestion.	12. Aft 3 e par chi gro
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture - Does the hospital floor take on the personality of the head nurse?	Discussion - Observe a head nurse in the hospital and describe how her actions and attitudes affect the personnel in the ward.	5. List 3 things you are doing in the hospital now that change the physical and the emotional environment.
	Discuss - What do you think the nurse might do to change the physical and/or emotional environment?	6. List additional changes that could be made in home care.
Discussion	Brainstorming session	7. Define "personality"
Lecture - Inherited traits. Give examples from life situations.	Discussion - Students will suggest traits they feel they have inherited.	8. List 5 inherited traits.
Lecture - How does environment interact with heredity?	Discussion - Environmental factors that affect personality development	9. List 5 environmental factors that affect the development of personality.
Review from Aspects of Human Behavior, Unit II, Part 1-C.	Recall previous discussion.	10. Give 5 examples of the conscious forces at work.
Lecture - Hand out sheet on problem-solving steps and prepare several problems to be solved by students.	Discussion - Students will be divided into groups of 4's for bull session to solve a problem by the problem-solving method.	
Film - "Preface to Life" Find three examples in film to show how parents' treatment of children affects their growth and development.	Discussion of film. Have students develop questions regarding film. Discuss answers.	11. Name 5 examples of the unconscious forces at work.
	Give three examples from film in response to teacher's suggestion.	12. After film, point out 3 examples of how the parents' treatment of the child affected the child's growth and development.
Unit review	Unit exam	

Unit III - Growth and Development of the Person
Part 2-Birth to One Year - The Cradle Set

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Introduction and Terminology	Lecture and discussion - Development according to one one's own rate.	Discuss - How babies and children differ.	The stud 13. Devel attit
1. Physical development		Physical and psychological development.	14. Comp facto unde psych
2. Psychological development		Physical and psychological needs. Read chapter 2 of "Growth, Development and Family Life."	
B. Physical development 1. Body dimensions a. Length b. Weight	Lecture and discussion - Work out on blackboard expected weights at birth, 6 months, one year.	Discussion Prepare growth chart.	15. Desc ment birth
2. Body systems of the newborn a. Eye development b. Hearing c. Breathing d. Circulation e. Skin f. Elimination	Lecture	Discussion - List the characteristics of the newborn. Discuss - Home life with a newborn.	16. Oral char newbo
3. Teething	Overhead chart - Eruption of teeth during first year	Discussion - Problems that occur when a child is teething. Prepare timetable for tooth eruption in infant to 1 year.	17. Make expe in i
4. Muscular development	Lecture and discussion - "Head to tail" direction. Overhead pictures at 3, 4, 6, 9, 11 months, 1 year (handmade).	Discuss infants they have known, to illustrate muscular development of children.	18. Desc devel 9 mo

Unit III - Growth and Development of the Person
Part 2-Birth to One Year - The Cradle Set

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion - Development according to one one's own rate.	Discuss - How babies and children differ. Physical and psychological development. Physical and psychological needs. Read chapter 2 of "Growth, Development and Family Life."	13. Develop the proper attitude about norms. 14. Compare and contrast factors to be considered under physical and psychological development.
Lecture and discussion - Work out on blackboard expected weights at birth, 6 months, one year.	Discussion Prepare growth chart.	15. Describe physical development in terms of weight at birth, 6 months and 1 year.
Lecture	Discussion - List the characteristics of the newborn. Discuss - Home life with a newborn.	16. Orally describe the characteristics of the newborn.
Overhead chart - Eruption of teeth during first year	Discussion - Problems that occur when a child is teething. Prepare timetable for tooth eruption in infant to 1 year.	17. Make a timetable for expected tooth eruption in infant to 1 year.
Lecture and discussion - "Head to tail" direction. Overhead pictures at 3, 4, 6, 9, 11 months, 1 year (handmade).	Discuss infants they have known, to illustrate muscular development of children.	18. Describe expected muscular development at ages 3, 6, 9 months, and 1 year.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
C. Physcial needs			The st
1. Rest	Lecture and discussion - Include environmental factors that affect sleep.	Discuss effect of noise.	19. Des pat fro
2. Nutrition a. Milk	Lecture and discussion - Breast feeding		20. Def 6 a fee
	Pamphlet - hand out to students "The Womanly Art of Breastfeeding," La Leche League.	Read and discuss pamphlet. Make up questions to ask instructor.	21. Dec bre
	Film - "Formula Feeding," Carnation Company	Discussion on film.	22. Lis bot
	Demonstrate formula preparation.	Practice lab preparation of formula.	
b. Solid foods	Discuss - introduction of solids; normal order of introducing foods, enzymes needed for digestion.	Discussion - Methods and types of solid foods used. Relate to younger members of the family.	23. Lis und one
	Distribute pamphlets - "Beachnut Baby Foods";"Happy Mealtimes for your Baby"	Read and discuss pamphlets.	
c. Water	Discuss fluoridated water. Show fluorine tablets.	Write a paper on the pros and cons of fluoridation of water.	24. Lis flu
	Distribute pamphlets - American Dental Association's "Fluoridation Facts"	Read and discuss pamphlet.	
3. Routines	Discuss - Feeding schedule; learning by example; learning by doing.	Discussion - Self-demand feeding vs. scheduled feeding.	25. Des var of dev lea
	Refer to examples in film "Preface to Life."	Recall examples from film.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion - Include environmental factors that affect sleep.	Discuss effect of noise.	19. Describe the sleep patterns of the baby from birth to 1 year.
Lecture and discussion - Breast feeding		20. Define colostrum. List 6 advantages of breast feeding.
Pamphlet - hand out to students "The Womanly Art of Breastfeeding," La Leche League.	Read and discuss pamphlet. Make up questions to ask instructor.	21. Decide how she feels about breastfeeding.
Film - "Formula Feeding," Carnation Company	Discussion on film.	22. List 3 advantages of bottle feeding.
Demonstrate formula preparation.	Practice lab preparation of formula.	
Discuss - introduction of solids; normal order of introducing foods, enzymes needed for digestion.	Discussion - Methods and types of solid foods used. Relate to younger members of the family.	23. List foods for infants under 6 months and at one year of age.
Distribute pamphlets - "Beachnut Baby Foods";"Happy Mealtimes for your Baby"	Read and discuss pamphlets.	
Discuss fluoridated water. Show fluorine tablets.	Write a paper on the pros and cons of fluoridation of water.	24. List 4 reasons for public fluoridated water systems.
Distribute pamphlets - American Dental Association's "Fluoridation Facts"	Read and discuss pamphlet.	
Discuss - Feeding schedule; learning by example; learning by doing.	Discussion - Self-demand feeding vs. scheduled feeding.	25. Describe how food needs vary during the first year of life. Tell how a child develops independence in learning to feed himself.
Refer to examples in film "Preface to Life."	Recall examples from film.	

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CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
4. Weaning	Discuss - Need to suck; transition to the cup.	Discussion - Methods used in the transition to the cup.	26. Lis gai suc
	Display items used in transition from bottle to cup.	Discuss signs that tell you the baby is ready for the cup.	
5. Cleanliness	Lecture - Daily bath; need for fun time; observation time.	Discuss safety factors necessary during bathing.	27. Lis for
	Distribute pamphlets - "You and Your Contented Baby," Carnation Co.	Review pamphlet. Ask questions.	28. Des clo
6. Medical supervision	Lecture and discussion - Checkups by doctor or clinic; antibodies; passive immunity; active immunity.	Discussion - Importance of medical supervision. Types of care available.	29. Lis che
	Health department immunization timetable.	Review own immunization chart	30. Lis in
7. Safety	Discuss - "Baby proofing," falls; electricity; accident prevention; carriage and care; sharp items; poisons.	Prepare paper on "child-proofing" their present home. Oral reports.	31. Lis pro
D. Psychological development	Lecture - Baby born with certain nature, body build, personality traits. Hearing; recognizing routines; recognizing people; amusing himself. Development of skills: (1) looking (2) babbling (3) grabbing (4) tasting	Discussion - Compare self to parents. What traits do they have which could have been inherited?	32. Des tra
		Discuss how babies amuse themselves.	33. Lis baby
		Discuss types of toys that would stimulate awareness and development.	34. Disc take
			35. Des

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Discuss - Need to suck; transition to the cup.	Discussion - Methods used in the transition to the cup.	26. List 3 developments gained from strong sucking.
Display items used in transition from bottle to cup.	Discuss signs that tell you the baby is ready for the cup.	
Lecture - Daily bath; need for fun time; observation time.	Discuss safety factors necessary during bathing.	27. List 5 safety precautions for baby's bath.
Distribute pamphlets - "You and Your Contented Baby," Carnation Co.	Review pamphlet. Ask questions.	28. Describe care of baby clothing.
Lecture and discussion - Checkups by doctor or clinic; antibodies; passive immunity; active immunity.	Discussion - Importance of medical supervision. Types of care available.	29. List reasons for regular checkup.
Health department immunization timetable.	Review own immunization chart	30. List immunizations needed in the first year of life.
Discuss - "Baby proofing," falls; electricity; accident prevention; carriage and care; sharp items; poisons.	Prepare paper on "child-proofing" their present home. Oral reports.	31. List means of "Baby proofing" her home.
Lecture - Baby born with certain nature, body build, personality traits. Hearing; recognizing routines; recognizing people; amusing himself. Development of skills: (1) looking (2) babbling (3) grabbing (4) tasting	Discussion - Compare self to parents. What traits do they have which could have been inherited?	32. Describe the inherited traits of the newborn.
	Discuss how babies amuse themselves.	33. List ways to help a baby develop skills.
	Discuss types of toys that would stimulate awareness and development.	34. Discuss when and how to take a baby visiting.
		35. Describe self play.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
E. Psychological needs	Lecture - The vitalness of love	Discussion - Love.	36. Des mot
1. Love	Food is love (oral stage) Discuss - The need for snugness.	Discussion - Food is love to an infant. Role-play feeding the baby.	37. Des to
2. Being enjoyed	Discuss - First babies; learning to be a mother.	Discuss feeling of motherhood.	38. Des wil mot
a. Feeling secure	Discuss - How babies know how you feel. Give examples of how anxiety in mother is transferred to baby.	Discussion - Compare changes in your life that are upsetting to you to changes that occur in an infant's life. Discuss how these increase insecurity.	39. Des the cha
3. Becoming a person	Lecture - Accepting baby's patterns - eating, sleeping, cuddling.	Discussion - Respecting baby as an individual.	40. Lis sho bab
4. Handicapped babies	Lecture - Depend on nurse's observations - Show up in growth patterns - Early treatment - Extra needs of handicapped	Discussion on handicapped babies. Where can parents seek help for handicapped child?	41. Lis mig bab 42. Lis tha or
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - The vitalness of love	Discussion - Love.	The student is expected to: 36. Describe the need for mothering.
Food is love (oral stage)	Discussion - Food is love to an infant.	37. Describe how love is shown to the infant to age 1.
Discuss - The need for snugness.	Role-play feeding the baby.	
Discuss - First babies; learning to be a mother.	Discuss feeling of motherhood.	38. Describe attitudes that will allow for happy motherhood.
Discuss - How babies know how you feel. Give examples of how anxiety in mother is transferred to baby.	Discussion - Compare changes in your life that are upsetting to you to changes that occur in an infant's life. Discuss how these increase insecurity.	39. Describe the reaction of the baby to the mother's change of routine.
Lecture - Accepting baby's patterns - eating, sleeping, cuddling.	Discussion - Respecting baby as an individual.	40. List 4 ways parents can show they respect the baby as an individual.
Lecture - Depend on nurse's observations - Show up in growth patterns - Early treatment - Extra needs of handicapped	Discussion on handicapped babies. Where can parents seek help for handicapped child?	41. List 3 observations that might indicate that the baby is handicapped. 42. List 3 encouragements that the handicapped baby or parent of one might need.
Unit review	Unit exam	

Unit III - Growth and Development of the Person
Part 3-The Child From One to Five Years - The Jet Age

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
A Introduction	Assign reading in textbook.	Read chapter 3 of Growth and Development text.	The stu 1. Desc affe favo
	Lecture - A youngster with a mind of his own.	Discussion of reading assignment	
	Home offers basic training for life.	Discuss examples from home.	
	Cultures determine what a child will need to know to become a happy, useful adult.		
B. Physical development 1. Skeletal development	Lecture - Physical growth of girls and boys each year. 2-3 inches taller 4-5 pounds heavier	Discussion - Compare girls' growth to boys'.	2. Be a and
2. Muscular and motor development	Lecture and discussion - 1-2 - walking 3-year-old vocabulary wrist development use of knife and fork drawing coloring undressing and starting to dress himself 4-year-old cutting with scissors speech habits dressing himself	Discussion on muscular-motor development of a small child they know. Make toys for children one to five.	3. List deve grou 4. Disc work

Unit III - Growth and Development of the Person
Part 3-The Child From One to Five Years - The Jet Age

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Assign reading in textbook.	Read chapter 3 of Growth and Development text.	The student is expected to: 1. Describe how our culture affects a child's growth favorably or unfavorably.
Lecture - A youngster with a mind of his own.	Discussion of reading assignment	
Home offers basic training for life.	Discuss examples from home.	
Cultures determine what a child will need to know to become a happy, useful adult.		
Lecture - Physical growth of girls and boys each year. 2-3 inches taller 4-5 pounds heavier	Discussion - Compare girls' growth to boys'.	2. Be able to figure height and weight norms.
Lecture and discussion - 1-2 - walking 3-year-old vocabulary wrist development use of knife and fork drawing coloring undressing and starting to dress himself 4-year-old cutting with scissors speech habits dressing himself	Discussion on muscular-motor development of a small child they know. Make toys for children one to five.	3. List 3-4 toys to aid development for each age group. 4. Discuss "Play is a child's work."

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
C. Physical needs	Lecture - Foundations laid in first 6 years; cannot make up growth losses; need to form health habits.	Make a chart of health habits that would start in early childhood and would be continued through life.	The stu 5. List lea affe
1. Nutrition	Foods from Basic Four	Plan menu for a day for each age group.	6. Deve pla
	Post chart - Basic Four		
	Discuss - Family mealtime		
	Outline of role-playing situations	Role-play: Refusal to eat Enjoyment of eating Nagging at the table	7. List migh
2. Rest	Discuss - individual sleeping needs; problem areas at bedtime jealousy fear stalling	Write an original 15-minute bedtime story to tell a child.	8. List bedt 9. List bedt
3. Elimination and toilet training	Lecture - Bowel control	Tell of any experiences in toilet-training children.	10. List the toil
	Pamphlet - "Your Child and Toilet Training," Ross Laboratories	Discussion of pamphlet.	
4. Medical supervision	Lecture - Exposure to disease; immunization	Student reports on storybooks to prepare the child.	11. Desc a ch the hosp
	Display Wonder Books and Golden Books: First Trip to the Hospital First Trip to the Doctor First Trip to the Dentist		

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture - Foundations laid in first 6 years; cannot make up growth losses; need to form health habits.	Make a chart of health habits that would start in early childhood and would be continued through life.	5. List 6 health habits learned and how they will affect later life.
Foods from Basic Four Post chart - Basic Four Discuss - Family mealtime	Plan menu for a day for each age group.	6. Develop a one-day meal plan for each age group.
Outline of role-playing situations	Role-play: Refusal to eat Enjoyment of eating Nagging at the table	7. List 4 reasons a child might refuse to eat.
Discuss - individual sleeping needs; problem areas at bedtime jealousy fear stalling	Write an original 15-minute bedtime story to tell a child.	8. List 4 reasons for unhappy bedtime. 9. List 4 hints for a happy bedtime.
Lecture - Bowel control Pamphlet - "Your Child and Toilet Training," Ross Laboratories	Tell of any experiences in toilet-training children. Discussion of pamphlet.	10. List 4 clues that suggest the child is ready for toilet training.
Lecture - Exposure to disease; immunization Display Wonder Books and Golden Books: First Trip to the Hospital First Trip to the Doctor First Trip to the Dentist	Student reports on storybooks to prepare the child.	11. Describe how to prepare a child for a visit to the doctor, dentist or hospital.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
5. Dental supervision	Review fluoride Brushing teeth - Demonstrate on model	Discussion Return demonstration on child's teeth.	12. Tell oral in
6. Safety	Discuss - Safety from accidents - car, fire, drowning, poisons, falls Film - "Learning To Prevent Accidents."	Prepare home survey listing hazards found in the average home.	13. List a c
D. Psychological development	Lecture - Awareness of the world around him. Responsibilities his family expects. Learning to get along with others. His family. Ups and downs of the years. Concept of religion. Nightmares.	Discussion - Getting along with others. Compare children they know and their relationships with others. Relate to past experience students might have had with nightmares. Three reactions then and now. Recall example in "Preface to Life"	14. Desc psyc in of
E. Psychological needs 1. Love	Discuss - Snuggling	Discuss - How parents show their love for a child in each year of life.	15. List show
2. Security	Discuss - The mother in the home; the working mother. Lecture - Protection from the emotional damage of frustrations.	Discuss effects of mother's working List ways a child can feel secure.	16. Desc acc dif 17. List chil
3. Independence	Discuss - The road to self care; learning, cause and effect; the need for patience.	Discussion - Independence vs. dependence	18. List help inde
4. Discipline	Discuss - punishments and rewards.	Discuss - Methods of punishment. Develop a list of suitable methods of punishment for the child of 1 to 5 years.	19. List make 20. List type beha

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Review fluoride Brushing teeth - Demonstrate on model	Discussion Return demonstration on child's teeth.	12. Tell the best age when oral hygiene should begin in a child.
Discuss - Safety from accidents - car, fire, drowning, poisons, falls	Prepare home survey listing hazards found in the average home.	13. List 4 guides for teaching a child to be safe.
Film - "Learning To Prevent Accidents."		
Lecture - Awareness of the world around him. Responsibilities his family expects. Learning to get along with others. His family. Ups and downs of the years. Concept of religion. Nightmares.	Discussion - Getting along with others. Compare children they know and their relationships with others. Relate to past experience students might have had with nightmares. Three reactions then and now.	14. Describe the 3 phases of psychological development in the child from 1-5 years of age.
	Recall example in "Preface to Life"	
Discuss - Snuggling	Discuss - How parents show their love for a child in each year of life.	15. List 5 ways a parent can show love to a child.
Discuss - The mother in the home; the working mother.	Discuss effects of mother's working	16. Describe how the desire for acceptance varies in the different age groups.
Lecture - Protection from the emotional damage of frustrations.	List ways a child can feel secure.	17. List 5 ways to make the child feel secure.
Discuss - The road to self care; learning, cause and effect; the need for patience.	Discussion - Independence vs. dependence	18. List 5 ways parents can help a child become more independent.
Discuss - punishments and rewards.	Discuss - Methods of punishment. Develop a list of suitable methods of punishment for the child of 1 to 5 years.	19. List 4 considerations to make before you say no. 20. List a punishment to fit 4 types of unwarranted behavior.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
5. Play	Lecture - The child's way of learning about his world. Play alone, with parents, with other children. Nursery schools.		The st 21. Des rea chi 22. Lis lea
	Arrange field trip to nursery school.	Field trip to nursery school to observe play. Discuss observations.	23. Lis nur
6. Temper tantrums	Discuss - The meaning of temper tantrums.	Role-play the tantrum at home, out visiting, or in the market.	24. Des a t
	Assign students to role-playing situations.		
7. Sex education	Lecture - Home attitudes toward sex.	Discussion - What does the pre-schooler want to know? What does he need to know?	25. Lis ing
	Lecture and discussion - Masturbation	Discussion of masturbation	
F. The pre-school family	Lecture and discussion - The role of family members	Discuss - Family adjustments	26. Lis mot par arr thi
1. New baby		Develop guidelines for a mother to follow when the family has expanded.	
2. Sex roles	Discuss - Sex roles in the family	Discuss how families tend to treat each of the sexes differently.	27. Lis to fro

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture - The child's way of learning about his world. Play alone, with parents, with other children. Nursery schools.		21. Describe when a child is ready to play with other children. 22. List 5 skills the child learns through play.
Arrange field trip to nursery school.	Field trip to nursery school to observe play. Discuss observations.	23. List pros and cons for nursery school.
Discuss - The meaning of temper tantrums.	Role-play the tantrum at home, out visiting, or in the market.	24. Describe 5 ways to handle a tantrum.
Assign students to role-playing situations.		
Lecture - Home attitudes toward sex.	Discussion - What does the preschooler want to know? What does he need to know?	25. List 5 guidelines concerning sex education.
Lecture and discussion - Masturbation	Discussion of masturbation	
Lecture and discussion - The role of family members	Discuss - Family adjustments Develop guidelines for a mother to follow when the family has expanded.	26. List 5 guidelines for a mother to follow in preparing her family for the arrival of a second or third child.
Discuss - Sex roles in the family	Discuss how families tend to treat each of the sexes differently.	27. List 5 ways families tend to treat boys differently from girls.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
3. Place in the family	Ask students about their place in the family and how they feel about this.	Discuss - Advantages and disadvantages of being the first born, etc.	28. Desc trea indi
4. Emotional environment	Lecture Handout - Outline on child case study	Discuss - Neighborhood influences; rights of others. Student will prepare a child case study on growth and development, following guidelines on handout.	29. List coul chil
	Unit review	Unit test	

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
ly	Ask students about their place in the family and how they feel about this.	Discuss - Advantages and disadvantages of being the first born, etc.	28. Describe the need to treat each child as an individual.
-	Lecture Handout - Outline on child case study	Discuss - Neighborhood influences; rights of others. Student will prepare a child case study on growth and development, following guidelines on handout.	29. List 5 attitudes that could be brought to the child by his neighbors.
	Unit review	Unit test	

Unit III - Growth and Development of the Person
Part 4-Childhood, 6-10 years - School Days

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Introduction			The stu
B. Physical development	Lecture	Discussion - Develop a growth chart for the 6 to 10 year-old.	1. Desc in t can 2. Sele for in m
C. Physical needs			
1. Nutrition	Discuss - Meals	Review nutrition.	3 List nutr from 4. List trib tion of f
2. Rest	Discuss - Amount of rest a child needs.	Discussion - What factors influence the amount of sleep and rest needed for a child from 6-10.	5. List aid on a for
3. Medical supervision	Discuss - Requirements to enter school.	Review immunization and importance of up-to-date shots and records.	6. List in o in s
	Discuss - Contagious diseases		7. Desc exhi comm dise
4. Dental health	Discuss - Toothbrushing The knocked-out tooth	Discussion - Develop a list of ways to encourage a child to brush his teeth. How to deal with the missing second tooth.	8. Desc done knoc
5. Safety	Discuss - Accidents and safety	Discussion - Types of accidents that occur most frequently in the 6-10 age range.	9. List chil he s

Unit III - Growth and Development of the Person
Part 4-Childhood, 6-10 years - School Days

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture	Discussion - Develop a growth chart for the 6 to 10 year-old.	1. Describe each age group in terms of what child can do physically. 2. Select a toy or game for each that will aid in muscular development.
Discuss - Meals	Review nutrition.	3 List signs of good nutrition in the child from 6-10. 4. List 4 areas that contribute to good nutrition other than amounts of food.
Discuss - Amount of rest a child needs.	Discussion - What factors influence the amount of sleep and rest needed for a child from 6-10.	5. List 4 guides that would aid a parent in deciding on a reasonable bedtime for a child.
Discuss - Requirements to enter school.	Review immunization and importance of up-to-date shots and records.	6. List immunization required in our area to register in school.
Discuss - Contagious diseases		7. Describe one symptom exhibited in children common in most contagious diseases.
Discuss - Toothbrushing The knocked-out tooth	Discussion - Develop a list of ways to encourage a child to brush his teeth. How to deal with the missing second tooth.	8. Describe what should be done when a tooth is knocked out.
Discuss - Accidents and safety	Discussion - Types of accidents that occur most frequently in the 6-10 age range.	9. List 8 safety rules the child should know before he starts school.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
6. Psychological development	Lecture - The years of most rapid mental growth. Periods of emotional calm and storms.	Discussion - Compare the physiological and psychological needs of 6-10 with 1 to 6.	10. Desc rea
7. Psychological needs	Discuss - The need for love, security, understanding, and a feeling of importance.	Discussion - Are the basic needs of this age group the same as in earlier groups?	11. List of 10
8. Parent-child relationship	Discuss - How parents help their children to become independent.	Discussion - Make a list of things that would make them feel independent. Discuss reactions.	12. List can ind
	Mother's role in family: A. Mother-daughter B. Mother-son		13. List the more his
	Father's role in family: A. Father-son B. Father-daughter	Discuss relationship between each parent and child.	14. List moth fam
9. Character building	Lecture - Meeting own needs Jobs that really help Choice of time	Discussion - Make a list of jobs or chores a child 8 to 10 could do. Then develop a way of motivating the child.	15. List that of
	Discuss - The need to be loved even when behavior is bad.	Discussion - How do parents show they love a child after he misbehaves?	
10. Sex education	Discuss - Telling children what they wish to know.	Role-play "answers to questions."	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - The years of most rapid mental growth. Periods of emotional calm and storms.	Discussion - Compare the physiological and psychological needs of 6-10 with 1 to 6.	10. Describe when a child is ready to start school.
Discuss - The need for love, security, understanding, and a feeling of importance.	Discussion - Are the basic needs of this age group the same as in earlier groups?	11. List the 4 basic needs of the child from 6 to 10 years of age.
Discuss - How parents help their children to become independent.	Discussion - Make a list of things that would make them feel independent. Discuss reactions.	12. List 5 ways the parents can help a child become independent.
Mother's role in family: A. Mother-daughter B. Mother-son		13. List 4 guidelines to help the father to become a more important person to his child.
Father's role in family: A. Father-son B. Father-daughter	Discuss relationship between each parent and child.	14. List some guidelines for mother's role in good family relationship.
Lecture - Meeting own needs Jobs that really help Choice of time	Discussion - Make a list of jobs or chores a child 8 to 10 could do. Then develop a way of motivating the child.	15. List 6 reasonable chores that could be expected of the child from 6-10.
Discuss - The need to be loved even when behavior is bad.	Discussion - How do parents show they love a child after he misbehaves?	
Discuss - Telling children what they wish to know.	Role-play "answers to questions."	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
11. School life	Discuss getting ready for school.	What games will children know before starting school?	The stu 16. List shou with scho 17. List can he s
12. Friendships	Discuss - Relate to past and present friendships. What was the meaning then and now? Friends - good, poor Croups Providing a warm and loving base.		18. List chil are 19. Make hows in d
13. Camp life	Discuss - Day camp Residence camp	Discussion - Recall camp experiences - How did they influence their lives?	
14. Broken homes	Discuss - Common reactions of children of broken homes because of death, divorce, unwed mothers.	Discussion - Have students place themselves in situations involving broken homes. Discuss various reactions.	20. List comm chil
	Booklet - "Parents Without Partners"	Discussion of pamphlet.	
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Discuss getting ready for school.	What games will children know before starting school?	16. List 5 things a child should have played with before going to school. 17. List 5 ways the parent can show a child that he supports the school.
Discuss - Relate to past and present friendships. What was the meaning then and now? Friends - good, poor Croups Providing a warm and loving base.		18. List 6 ways to make your child feel his friends are welcome. 19. Make a list of 8 "know hows" that would aid in developing friendships.
Discuss - Day camp Residence camp	Discussion - Recall camp experiences - How did they influence their lives?	
Discuss - Common reactions of children of broken homes because of death, divorce, unwed mothers.	Discussion - Have students place themselves in situations involving broken homes. Discuss various reactions.	20. List and describe 4 common reactions of children of broken homes.
Booklet - "Parents Without Partners"	Discussion of pamphlet.	
Unit review	Unit exam	

Unit III - Growth and Development of the Person
Part 5-The Adolescent - Betwixt and Between

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
A. Introduction	Lecture Assign reading in textbook	Read chapter 5, Birth, Development and Family Life.	The stu 1. Defi "ado
	Discuss - The term "adolescence."	Discussion of reading assignment	
	Discuss the further development of the child at his own rate.		
B. Physical development	Lecture and overhead diagram - Physical changes of puberty boys girls	Discussion - Problems of the slow and fast maturer List secondary sex characteristics of males and females.	2. List char male
C. Physical needs 1. Nutrition	Discuss - Teenage diets. Nutrition and skin problems. Obesity in the teenager.	Discussion - Teenage diets and their relationship to skin problems and obesity. What are suitable snacks?	3. List good teen
		Students will evaluate their own diets for a 72-hour period.	4. Make snac
2. Rest	Discuss - Need for rest	Discuss - Sleep patterns of students.	5. List teen
3. Grooming	Discuss - Cleanliness	Discuss current trend in dress and cleanliness.	
4. Medical supervision; dental supervision	Discuss - Responsibility for getting themselves to doctor or clinic.	Discussion - Problems of V.D. Need for medical checkups	
	What about smoking?	Discussion - To smoke or not to smoke?	

Unit III - Growth and Development of the Person
Part 5-The Adolescent - Betwixt and Between

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture Assign reading in textbook	Read chapter 5, Birth, Development and Family Life.	The student is expected to: 1. Define the word "adolescence."
Discuss - The term "adolescence."	Discussion of reading assignment	
Discuss the further development of the child at his own rate.		
Lecture and overhead diagram - Physical changes of puberty boys girls	Discussion - Problems of the slow and fast maturer List secondary sex characteristics of males and females.	2. List 4 secondary sex characteristics of males and females.
Discuss - Teenage diets. Nutrition and skin problems. Obesity in the teenager.	Discussion - Teenage diets and their relationship to skin problems and obesity. What are suitable snacks? Students will evaluate their own diets for a 72-hour period.	3. List 5 ways to promote good nutrition for the teenager. 4. Make a list of suitable snacks for teenagers.
Discuss - Need for rest	Discuss - Sleep patterns of students.	5. List 3 reasons why a teenager may appear lazy.
Discuss - Cleanliness	Discuss current trend in dress and cleanliness.	
Discuss - Responsibility for getting themselves to doctor or clinic.	Discussion - Problems of V.D. Need for medical checkups	
What about smoking?	Discussion - To smoke or not to smoke?	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
5. Safety	Discuss - Accidents as leading cause of death. Driver education	Discussion - Opinion on using the family car. Having a car of one's own. The responsibilities of ownership and insurance.	The stu 6. List can driv
6. Psychological development	Lecture - Assign reading in textbook. Learning the skills to become an adult. Pursuing interests Religion Vocational interest Dating Hero worship and first romances.	Read pp. 84 to 86, Growth, Development and Family Life. Discuss reading.	7. Desc of t 8. List a te
D. Psychological needs	Lecture and discussion - assign reading in textbook	Read - Growth, Development and Family Life, pp. 87-92.	9. List need
1. Security 2. Understanding 3. Independence 4. Responsibility 5. Conforming	Love and security	Discuss - questions on p. 93 of text.	10. List help to d
6. Careers	Choosing a career	Discuss - Careers School dropouts	11. Desc a ca
7. Sex education	Discussion - Outline of situation to role-play	Role-play mother explaining the "facts of life" to daughter.	12. Desc mens
	Lecture - Masturbation	Discussion - Feelings on masturbation.	13. Expl is c girl

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Discuss - Accidents as leading cause of death. Driver education	Discussion - Opinion on using the family car. Having a car of one's own. The responsibilities of ownership and insurance.	6. List 3 things parents can do to aid in safe driving.
Lecture - Assign reading in textbook. Learning the skills to become an adult.	Read pp. 84 to 86, Growth, Development and Family Life.	7. Describe the moodiness of the teenager.
Pursuing interests Religion Vocational interest Dating Hero worship and first romances.	Discuss reading.	8. List 5 pre-occupations a teenager might have.
Lecture and discussion - assign reading in textbook	Read - Growth, Development and Family Life, pp. 87-92.	9. List 5 psychological needs of the adolescent.
Love and security	Discuss - questions on p. 93 of text.	10. List five rules for helping the adolescent to develop responsibility.
Choosing a career	Discuss - Careers School dropouts	11. Describe how to choose a career.
Discussion - Outline of situation to role-play	Role-play mother explaining the "facts of life" to daughter.	12. Describe the facts about menstruation.
Lecture - Masturbation	Discussion - Feelings on masturbation.	13. Explain why masturbation is common among boys and girls.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
8. Dating	Discuss - The age of dating	Discussion - What age should a child start dating? Discuss curfew hours.	14. List show conf teen
	Film - "How To Say No"	Discussion of film - Have students ask questions.	
9. Early marriages	Discuss - Pros and cons Reasons for early marriages Panel discussion	Students will participate in panel discussion.	15. List yout thei 16. List enco marr
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Discuss - The age of dating	Discussion - What age should a child start dating? Discuss curfew hours.	14. List ways parents can show loyalty and confidence in their teenager.
Film - "How To Say No"	Discussion of film - Have students ask questions.	
Discuss - Pros and cons Reasons for early marriages		15. List 5 reasons why youths marry while in their teens.
Panel discussion	Students will participate in panel discussion.	
		16. List 5 problems encountered in early marriages.
Unit review	Unit exam	

Unit III - Growth and Development of the Person
Part 6-Early Adulthood, between 20 and 30 - Operation Maturity

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Introduction	Lecture - Define "Maturity"	Discussion Students will prepare questions.	The st
B. Physical development 1. Musculoskeletal system	Lecture - In what ways can an adult keep her body in shape?	Discussion - Keeping the body in good physical shape. Discuss various ways: health spas, health clubs, etc.	1. Des mus and tha adul
2. Circulatory system	Lecture - Effect of child bearing. Hemorrhoids and varicose veins Anemia	Review disorders of Circulatory system. Define new terms	2. Be def "pl "va
3. Endocrine changes	Lecture - Male sexual urge Male sexual urge Female regular menstrual cycle Child-bearing stage	Review reproductive organs and how endocrine glands play their role in regulating these organs.	3. Sta bea
C. Physical needs 1. Introduction - Hygiene	Discuss - Good hygiene - a chance to improve poor health habits	Discussion - What health habits of yours need improving?	4. Lis hab
2. Rest	Discuss - Need to repair nervous system, muscular system. Particular need of mothers for rest.	Discussion - Make a list of ways to obtain both physical and mental rest.	5. Lis nee bef
3. Cleanliness	Discuss - The daily bath	Discussion - Why is a daily bath necessary?	6. Lis nur dai

Unit III - Growth and Development of the Person
Part 6-Early Adulthood, between 20 and 30 - Operation Maturity

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture - Define "Maturity"	Discussion Students will prepare questions.	
Lecture - In what ways can an adult keep her body in shape?	Discussion - Keeping the body in good physical shape. Discuss various ways: health spas, health clubs, etc.	1. Describe briefly: muscle tone, energy level, and ability to control that energy in the young adult.
Lecture - Effect of child bearing. Hemorrhoids and varicose veins Anemia	Review disorders of Circulatory system. Define new terms	2. Be able to give definitions for "placenta," "hemorrhoids," "varicose veins."
Lecture - Male sexual urge Male sexual urge Female regular menstrual cycle Child-bearing stage	Review reproductive organs and how endocrine glands play their role in regulating these organs.	3. State optimum child-bearing ages.
Discuss - Good hygiene - a chance to improve poor health habits	Discussion - What health habits of yours need improving?	4. List 3 personal health habits that need improving.
Discuss - Need to repair nervous system, muscular system. Particular need of mothers for rest.	Discussion - Make a list of ways to obtain both physical and mental rest.	5. List 4 reasons mothers need more rest than before the baby was born.
Discuss - The daily bath	Discussion - Why is a daily bath necessary?	6. List 4 reasons why the nurse should have a daily bath.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
4. Medical supervision	Discuss the need of regular checkups; prenatal checkup	Discuss the need for and importance of medical and prenatal checkups.	7. Lis nur pre
5. Dental	Lecture	Discuss how medical and dental checkups go hand in hand.	8. Lis reg den
6. Nutrition	Review the Basic Four.	Discussion - Need for good nutrition during early adult years, during pregnancy and following, to lay a foundation for later years.	9. Des die of
7. Safety	Review and discuss - Safety in the home.	Discussion	10. Lis lif
D. Psychological development	Lecture and discussion - Characteristics of the emotionally mature person in our culture.	Discussion - Compare adults they know who are emotionally mature to those emotionally immature.	11. Lis of mat
1. Creating a family	Discuss - Chores of the new couple.	Discussion - Discuss their ideas and opinions regarding family life.	12. Lis new
a. Bearing and having children	Discuss - Reasons for the young mother's getting upset.	Discussion	13. Lis get
2. Starting a career	Lecture and discussion - The husband (and wife?) start a career	Discussion - How can a wife aid her husband in his career, and vice versa?	14. Lis inf for 15. Lis inf for

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
ion	Discuss the need of regular checkups; prenatal checkup	Discuss the need for and importance of medical and prenatal checkups.	7. List 3 ways the practical nurse can encourage prenatal care.
	Lecture	Discuss how medical and dental checkups go hand in hand.	8. List 3 reasons for regular medical and dental checkups.
	Review the Basic Four.	Discussion - Need for good nutrition during early adult years, during pregnancy and following, to lay a foundation for later years.	9. Describe how to adjust diet to physical needs of the day.
	Review and discuss - Safety in the home.	Discussion	10. List 5 ways to make your life more safe.
o-	Lecture and discussion - Characteristics of the emotionally mature person in our culture.	Discussion - Compare adults they know who are emotionally mature to those emotionally immature.	11. List 5 characteristics of the emotionally mature person.
y	Discuss - Chores of the new couple.	Discussion - Discuss their ideas and opinions regarding family life.	12. List 5 chores of the new couple.
av-	Discuss - Reasons for the young mother's getting upset.	Discussion	13. List 4 reasons for getting upset.
r	Lecture and discussion - The husband (and wife?) start a career	Discussion - How can a wife aid her husband in his career, and vice versa?	14. List factors that influence job selection for the husband. 15. List factors that influence job selection for the wife.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
3. Finding a place in the community	Lecture - Woman's changing role in community organizations.	Discuss pros and cons of Women's Lib. Panel discussion or debate on issue.	The st 16. Des can as
E. Psychological needs 1. Universal needs	Review need for love and affection, feelings of importance and success, a sense of purpose.	Review. Recall previous discussions	17. Des in
2. Tensions	Film - "Anger at Work"	Discussion of film - Students will ask questions or give opinions.	18. Lis off
3. The patient under stress	Lecture and discussion - The psychological needs of the adult patient in the hospital.	Review factors which cause stress and how to deal with these factors. Then apply to hospital situation.	19. Lis pat may whe
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture - Woman's changing role in community organizations.	Discuss pros and cons of Women's Lib. Panel discussion or debate on issue.	16. Describe how the wife can help her husband as wage earner.
Review need for love and affection, feelings of importance and success, a sense of purpose.	Review. Recall previous discussions	17. Describe woman's role in today's society.
Film - "Anger at Work"	Discussion of film - Students will ask questions or give opinions.	18. List 5 ways we can work off tensions.
Lecture and discussion - The psychological needs of the adult patient in the hospital.	Review factors which cause stress and how to deal with these factors. Then apply to hospital situation.	19. List 7 reasons why the patient's personality may be under stress when sick.
Unit review	Unit exam	

Unit III - Growth and Development of the Person
Part 7-Between 40 and 60 - The Harvest Years

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
			The stu
A. Introduction	Lecture and discussion - How we arrive at middle age. The need to prepare for old age.	Discussion - Have students write down questions in regards to middle age. Discuss and answer questions.	1. Desc towa
B. Physical development			
1. Musculoskeletal system	Discuss - Muscle tone "Middle-age spread" Eyeglasses Dentures and partial plates	Review musculoskeletal system, circulation and endocrine systems. Discuss the changes that occur in middle years.	2. List utin tone
2. Ciculatory system	Lecture and discussion - Slowed circulation	Review circulatory disorders that occur with age.	3. List utin
3. Endocrine change	Lecture and discussion - Menopause		
	Film - "What Every Woman Should Know"	Questions and discussion on film	
	Lecture - Gradual slowdown of male hormones		4. List read to n
C. Physical needs			
1. Nutrition	Reveiw basic four needs for all ages.	Discussion - Review basic needs How should diet change as activity lessens?	5. Tell diet need decr
2. Rest	Review individual needs.	Recall previous discussion.	6. Expl need
3. Exercise	Lecture and discussion - Pros and cons of exercise after age of 40.	List types of exercise suitable for someone over 40.	7. List of e 40 p

Unit III - Growth and Development of the Person
Part 7-Between 40 and 60 - The Harvest Years

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion - How we arrive at middle age. The need to prepare for old age.	Discussion - Have students write down questions in regards to middle age. Discuss and answer questions.	The student is expected to: 1. Describe their attitude toward middle age.
Discuss - Muscle tone "Middle-age spread" Eyeglasses Dentures and partial plates	Review musculoskeletal system, circulation and endocrine systems. Discuss the changes that occur in middle years.	2. List 3 factors contributing to good muscle tone.
Lecture and discussion - Slowed circulation	Review circulatory disorders that occur with age.	3. List 3 factors contributing to poor circulation.
Lecture and discussion - Menopause		
Film - "What Every Woman Should Know"	Questions and discussion on film	
Lecture - Gradual slowdown of male hormones		4. List 4 symptoms due to readjustment of the body to new hormone balance.
Reveiw basic four needs for all ages.	Discussion - Review basic needs How should diet change as activity lessens?	5. Tell how to modify a diet for actual calorie needs as energy output decreases.
Review individual needs.	Recall previous discussion.	6. Explain how individual needs differ.
Lecture and discussion - Pros and cons of exercise after age of 40.	List types of exercise suitable for someone over 40.	7. List 4 dangerous types of exercise for the over-40 person.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
4. Medical supervision	Review the need for checkups. Lecture - Common diseases of middle age.	Discussion - Symptoms of menopause. How teenagers can help their mothers with this problem.	8. Lis of
	Stress - symptoms of menopause that resemble organic diseases		
	Discuss mass screening methods.	Discuss need for regular medical checkups.	9. Lis the ma
5. Dental supervision	Review dental care.	Recall previous discussions.	10. Lis hav pla
	Display partial and full plates.	Discuss differences between partial and full plates.	
D. Psychological development			
1. Family	Lecture and discussion - The teenager's home The family after the children leave home The menopause baby	Questions and discussion on the three topics.	11. Lis tea pre adu
2. Careers	Discuss - The mother's return to the job market.	Discussion - Why returning to work fills a need.	12. Lis opp wor
E. Psychological needs 1. Understanding	Lecture and discussion - The need for self-understanding.	Discussion - Ways to increase understanding of others	13. Lis nee
2. Love	Discuss - The home after the children have gone.	Discussion - The need for constant contact with the children who have left the home.	14. Lis wor chi

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Review the need for checkups. Lecture - Common diseases of middle age.	Discussion - Symptoms of menopause. How teenagers can help their mothers with this problem.	8. List 3 major diseases of middle age.
Stress - symptoms of menopause that resemble organic diseases		
Discuss mass screening methods.	Discuss need for regular medical checkups.	9. List those diseases that the community conducts mass screening for.
Review dental care.	Recall previous discussions.	10. List 3 reasons for having partial or full plates.
Display partial and full plates.	Discuss differences between partial and full plates.	
Lecture and discussion - The teenager's home The family after the children leave home The menopause baby	Questions and discussion on the three topics.	11. List 4 skills the mother teaches her daughter to prepare her to be an adult woman.
Discuss - The mother's return to the job market.	Discussion - Why returning to work fills a need.	12. List some employment opportunities for women over 40.
Lecture and discussion - The need for self-understanding.	Discussion - Ways to increase understanding of others	13. List 4 basic psychological needs.
Discuss - The home after the children have gone.	Discussion - The need for constant contact with the children who have left the home.	14. List 4 changes in the woman's life after the children leave.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
3. Importance	Discuss - The homemaker whose family is shrinking	Discussion - How their parents may feel when they leave the home. Put themselves in the place of their parents. What can be done to make this part of life easier?	15. Lis hom to of 16. Lis hom for res
4. Looking ahead	Discuss - Planning for retirement	Discussion - List some projects or activities that a retired person can engage in.	17. Lis is for the
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Discuss - The homemaker whose family is shrinking	Discussion - How their parents may feel when they leave the home. Put themselves in the place of their parents. What can be done to make this part of life easier?	15. List 4 activities the homemaker may engage in to increase her feeling of importance. 16. List some activities homemakers can look forward to when home responsibilities lessen.
Discuss - Planning for retirement	Discussion - List some projects or activities that a retired person can engage in.	17. List 3 reasons why it is important to plan for retirement before the fact.
Unit review	Unit exam	

Unit III - Growth and Development of the Person
Part 8 - Old Age - "The Good Old Days"

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
A. Introduction	Aging Population Discuss - Reaching old age.	Discussion - Talk about their feelings on aging and what they feel their needs will be.	1. Lis oth aid the
	Discuss - Need for care.		
	Discuss agencies involved with the older adult.	Visit an agency and discuss visit.	2. Lis ave lon
B. Physical development	Lecture and discussion	Discussion - Review anatomy. Compare the young to the aging.	
1. Musculoskeletal system			3. Lis cha wit
2. Circulatory system	Review slowing of circulation	Discuss - How physical changes in the ages affect nursing care.	
3. Endocrine system	Lecture - Effects of hormone loss on skin. Prostate gland		4. Des the
			5. Des ski
	Film - "The Proud Years"	Questions and discussion on film	6. Lis res aft

Unit III - Growth and Development of the Person
Part 8 - Old Age - "The Good Old Days"

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Aging Population Discuss - Reaching old age. Discuss - Need for care.	Discussion - Talk about their feelings on aging and what they feel their needs will be.	1. List 3 helping agencies other than hospitals that aid the aged in the care they need.
Discuss agencies involved with the older adult.	Visit an agency and discuss visit.	2. List 3 reasons why the average person lives longer today.
Lecture and discussion	Discussion - Review anatomy. Compare the young to the aging.	3. List 3 musculoskeletal changes that take place with advancing age.
Review slowing of circulation	Discuss - How physical changes in the ages affect nursing care.	
Lecture - Effects of hormone loss on skin. Prostate gland		4. Describe the skin of the aged. 5. Describe care of the skin.
Film - "The Proud Years"	Questions and discussion on film	6. List difficulties in resuming usefulness after long term illness.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
C. Psychological development	Discuss old age as a time of life. Review basic needs.		
1. Retirement	Discussion	Discuss - Their feelings about retirement. What they would do with their lives.	7. List may reti
2. Home	Discuss - Where to live The couple The widow The widower	Discussion - The problems in living with children or other family members as compared to living alone.	8. List arra aged
3. Religion	Discussion	Discuss - The need for religion in old age.	9. Desc towa aged
4. Interests	Field trip to a retirement community	Discussion and questions on field trip	
5. The senses	Discuss - Hearing Balance		10. List of h grou
	Pamphlet - "Safety Begins in the Home," Metropolitan Life Insurance Co.	Discussion on pamphlet	
	Vision	Discuss problems related to vision changes.	
6. Digestive system	Discuss - Slowing down of the digestive system.	Discuss - How will diet change to adjust to changes in the digestive system?	11. List chan
D. Physical needs			
1. Nutrition	Discuss - Malnutrition in the aged.	Discussion - Relate to grandparents who have eating problems. Discuss ways of improving their diets.	12. List maln aged 13. List nutr

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Discuss old age as a time of life. Review basic needs.		
Discussion	Discuss - Their feelings about retirement. What they would do with their lives.	7. List 5 adjustments that may be necessary after retirement.
Discuss - Where to live The couple The widow The widower	Discussion - The problems in living with children or other family members as compared to living alone.	8. List 3 types of living arrangements for the aged.
Discussion	Discuss - The need for religion in old age.	9. Describe 2 attitudes toward religion in the aged.
Field trip to a retirement community	Discussion and questions on field trip	
Discuss - Hearing Balance		10. List 2 reasons for loss of hearing in this age group.
Pamphlet - "Safety Begins in the Home," Metropolitan Life Insurance Co.	Discussion on pamphlet	
Vision	Discuss problems related to vision changes.	
Discuss - Slowing down of the digestive system.	Discuss - How will diet change to adjust to changes in the digestive system?	11. List 3 causes for bowel changes in the aged.
Discuss - Malnutrition in the aged.	Discussion - Relate to grandparents who have eating problems. Discuss ways of improving their diets.	12. List 5 reasons for malnutrition in the aged. 13. List 4 special nutritional needs.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
2. Personal care	Discuss - Skin care Clothing Grooming Rest	Discussion - Problems that develop with bathing - fear of falling in tub, etc.	The st
	Exercise Dentures	What exercises are good for the elderly?	14. Li the exe
E. Psychological needs	Lecture - Failing resources A share of affairs Rights of the aged Release from life	Discussion - Give their opinions of these needs.	15. Li age
1. Basic needs			
a. Security	Prepare an outline report for students on medicare and social security.	Discuss reports.	16. Li tho
b. Love	Discuss - Love - by family - of God - companionship	Discuss - Need to be wanted and loved. "Someone Cares."	17. Li co
c. Independence	Discuss - Independence vs. dependence in this age group.	Discussion	18. Li the suc
d. Honorable release	Discuss - When the end of life comes. Dignity in death	Discussion - Feelings about death, mercy killing, prolonging life by heroic measures, etc.	19. Dev her and
	Unit review	Unit exam	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Discuss - Skin care Clothing Grooming Rest Exercise Dentures	Discussion - Problems that develop with bathing - fear of falling in tub, etc. What exercises are good for the elderly?	14. List 4 helpful hints for the elderly about exercises.
Lecture - Failing resources A share of affairs Rights of the aged Release from life	Discussion - Give their opinions of these needs.	15. List 5 desires of the aged.
Prepare an outline report for students on medicare and social security.	Discuss reports.	16. List assets available to those over 65.
Discuss - Love - by family - of God - companionship	Discuss - Need to be wanted and loved. "Someone Cares."	17. List 4 means of finding companionship for the aged.
Discuss - Independence vs. dependence in this age group.	Discussion	18. List 4 ways you can aid the oldster in feeling successful.
Discuss - When the end of life comes. Dignity in death	Discussion - Feelings about death, mercy killing, prolonging life by heroic measures, etc.	19. Develop attitudes to help her personally face death and aid the dying.
Unit review	Unit exam	

Unit IV - Introduction to Legal Aspects

Course Outline

Placement: First semester

Time allotment: 18 hours

Course Content:

Theory: 16 hours

Quizzes: 1 hour

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Group discussion
3. Guest speakers
4. Student reports

Methods of Evaluation:

Class participation) Quizzes)	2/3
Final exam	1/3

Unit IV - Introduction to Legal Aspects

Unit Objectives

When the student has completed the unit on Introduction to Legal Aspects she will be expected to be able to:

1. Define the words "law," "common law," "statutory law."
2. Explain the difference between a Federal statute and state or local law or ordinance.
3. Explain how to obtain legal assistance.
4. Explain how the law is designed to protect us as individuals.
5. List four situations that normally call for the advice of a legal expert.
6. Define domestic relations.
7. Define insurance and explain how it affects us as individuals.
8. List four types of insurance, explaining each type.
9. Define "malpractice" and know how it affects the health worker.

Unit IV - Introduction to Legal Aspects
Part I - Laws and Legal Services

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
Introduction	Introduction and objectives		The st
A. Definitions 1. Common law 2. Statutory law	Lecture - Interpretation of the law	Discussion - Students' concept of law (before and after lecture).	1. Def 2. Def
B. Federal statutes 1. Federal Anti-Trust Laws 2. Sherman Anti-Trust Act of 1890 3. Clayton Anti-Trust Act of 1914 4. Robinson-Patman Act 1936 5. Flammable Fabric Act 6. Kefauver-Harris Drug Act Amendment 7. Civil Rights Act of 1964	Briefly explain each law.	Discuss effects of each law on student's life.	3. Lis typ
C. State laws and local ordinances	Lecture - Guest speaker from State Dept. of Health	Question and answer period	
1. Health protection			4. List prot
2. Safety of life and property	Guest speaker from State Dept. of Public Safety	Discussion and questions following guest speaker.	5. List ordi

Unit IV - Introduction to Legal Aspects
Part I - Laws and Legal Services

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Introduction and objectives		The student is expected to:
Lecture - Interpretation of the law	Discussion - Students' concept of law (before and after lecture).	1. Define "common law." 2. Define "statutory law."
Briefly explain each law.	Discuss effects of each law on student's life.	3. List and describe three types of federal statutes.
Lecture - Guest speaker from State Dept. of Health	Question and answer period	
		4. List 6 laws on health protection.
Guest speaker from State Dept. of Public Safety	Discussion and questions following guest speaker.	5. List 6 safety laws or ordinances.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
D. Legal services			The st
1. When to seek legal service a. Entering into a contract for the sale or purchase of real estate b. Entering sales contract involving large sum of money. c. Adoption proceedings	Lecture - Show students several types of contracts.	Discussion - Read contracts. Ask questions to help understand terms used in contracts.	6. Lis nor adv
d. Court appearance e. Bringing charges or accusations against another person f. Making a will, trust or estate g. Entering into or setting up any type of business	Field trip to county court house	Question and answer period following trip.	7. Des cou
2. How to obtain legal aid a. Lawyer			8. Def law
b. Legal aid society	Guest speaker from local legal aid society	Question and answer period following speaker's talk	9. Loc soc
c. Public defender			10. Des def
d. Government agencies			11. Na tha
e. Small-claims court			12. Des cou

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - Show students several types of contracts.	Discussion - Read contracts. Ask questions to help understand terms used in contracts.	The student is expected to: 6. List four situations that normally call for the advice of a legal expert.
Field trip to county court house	Question and answer period following trip.	7. Describe the purpose of a county court house.
		8. Define the role of the lawyer
Guest speaker from local legal aid society	Question and answer period following speaker's talk	9. Locate the legal aid society in your area. 10. Describe role of public defender 11. Name one government agency that offers legal advice. 12. Describe a small claims court.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
E. Domestic relations: engagement and marriage			
1. Engagement contract	Lecture	Question and answer period	13. De "e
a. Breach of promise		Discuss latest ideas involving marriage and marriage contract, contracts before marriage, etc.	
b. Contract before marriage			14. De be
c. Legal responsibilities			
2. Marriage	Panel discussion - What is marriage? (priest, rabbi, minister)	Discussion and question and answer period	
a. What is marriage?			15. De
b. Dower and courtesy rights			
c. Property rights			16. De
d. Inheritance rights			17. De ri
e. Common-law marriage			18. De ma
3. Adoption of children	Guest speaker from State adoption agency	Discussion and question and answer period.	19. Li pr
a. Who may adopt		Have students express their feelings on adoption - and the various types of children available for adoption.	
b. Procedure			
c. Changes in legal status			

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
s: rriage			
	Lecture	Question and answer period	13. Describe the meaning of "engagement."
age n-		Discuss latest ideas involving marriage and marriage contract, contracts before marriage, etc.	14. Describe a contract before marriage.
	Panel discussion - What is marriage? (priest, rabbi, minister)	Discussion and question and answer period	
			15. Define "marriage."
hts hts			16. Define "property rights." 17. Define "inheritance rights." 18. Define "common-law marriage."
	Guest speaker from State adoption agency	Discussion and question and answer period.	19. List 6 steps in an adoption procedure.
pt s		Have students express their feelings on adoption - and the various types of children available for adoption.	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
			The st
4. Separation, annulment, divorce			
a. Separation agreement	Guest speaker from local bar association, on separation, annulment, and divorce	Question and answer period	20. Def 21. Lis sep
b. Annulment			22. Def 23. Lis ann
c. Divorce 1. Adultery 2. Desertion 3. Cruelty 4. Impotence 5. Mutual consent			24. Des div 25. Lis div sta
d. Alimony			26. Def
e. Custody of children			27. Des cus dec
	Unit review	Unit test	

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
ul-			The student is expected to:
	Guest speaker from local bar association, on separation, annulment, and divorce	Question and answer period	20. Define "separation." 21. List three advantages of separation over divorce.
			22. Define "annulment." 23. List 3 grounds for annulment.
			24. Describe 5 grounds for divorce. 25. List the grounds for divorce allowed in your state.
nsent			
			26. Define "alimony."
hildren			27. Describe briefly how custody of children is decided.
	Unit review	Unit test	

Unit IV - Introduction to Legal Aspects
Part 2 - Legal Instruments - Contracts, Taxes, Insurance

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
I. Contracts	Lecture	Group discussion on contracts.	The stu
A. Definition of contract	Handout sheet with outline for students to follow in doing research report.	Have students do a research report on various types of contracts.	1. List elem cont
B. Elements of contracts 1. Mutual assent 2. Consideration 3. Competent parties 4. Legality			
II. Checks	Field trip to bank. Guest speaker from bank on various types of checking accounts and rules and regulations that govern them.	Discussion	2. Defi inst
A. Definition		Practice lab, filling out checks, deposit slips.	3. Give nego
B. Types of checks			
C. Types of checking accounts			4. List chec
III. Taxes			5. Defi
A. Definition	Guest speaker - I.R.S representative to talk on federal income tax and purposes of taxation.	Discussion	
B. Reasons for taxes		Practice lab, filling out income tax, sample form.	6. List
C. Types of taxes 1. Federal income tax			7. Desc inco
2. Federal estate tax			8. Desc esta
3. Federal gift tax			9. Desc gift
4. Excise taxes	Handout sheet - Outline to be used in report.	Students will prepare a report on three types of taxes, and stating how these tax moneys are used.	10. List purc exci

Unit IV - Introduction to Legal Aspects
Part 2 - Legal Instruments - Contracts, Taxes, Insurance

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture	Group discussion on contracts.	
Handout sheet with outline for students to follow in doing research report.	Have students do a research report on various types of contracts.	1. List the essential elements of a valid contract.
Field trip to bank. Guest speaker from bank on various types of checking accounts and rules and regulations that govern them.	Discussion Practice lab, filling out checks, deposit slips.	2. Define "negotiable instrument." 3. Give two examples of negotiable instruments. 4. List three types of checking accounts.
Guest speaker - I.R.S representative to talk on federal income tax and purposes of taxation.	Discussion Practice lab, filling out income tax, sample form.	5. Define "tax." 6. List reasons for taxes. 7. Describe the Federal income tax. 8. Describe the Federal estate tax. 9. Describe the Federal gift tax.
Handout sheet - Outline to be used in report.	Students will prepare a report on three types of taxes, and stating how these tax moneys are used.	10. List items recently purchased subject to excise tax.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
			The st
5. Customs duties			
6. State and local taxes			11. Lis sta
7. Property taxes			12. Def
8. Sales tax			13. Des lis thi
9. License and permit fees and other taxes	Discuss various licenses in health careers. Show students a license used by a health-team member.	Ask questions on licenses.	14. Lis by tea
IV. Insurance			1. Def
A. Life 1. Definition 2. Reasons for	Guest speaker from a life insurance company.	Group discussion on life insurance. Have students examine a life insurance policy and discuss all unfamiliar terminology in the policy.	2. Giv hav
3. Types a. Term b. Whole-life c. Straight-life d. Endowment e. Limited-payment life f. Combination g. Family-income h. Family policy i. Group insurance j. Miscellaneous			3. Lis typ 4. Lis ins
4. How to select and buy insurance			5. Tel a l to nee

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
al			11. List the reasons for state taxes.
			12. Define "property tax."
			13. Describe sales tax, listing variations in this type of tax.
rmit r	Discuss various licenses in health careers. Show students a license used by a health-team member.	Ask questions on licenses.	14. List the licenses needed by the various health-team members.
			1. Define "insurance."
	Guest speaker from a life insurance company.	Group discussion on life insurance. Have students examine a life insurance policy and discuss all unfamiliar terminology in the policy.	2. Give two reasons for having life insurance. 3. List three principle types of life insurance.
ife			4. List six types of life insurance.
yment n ome icy rance ous and			5. Tell how she would select a life insurance policy to satisfy her individual needs.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
B. Health insurance 1. Definition 2. Reasons for 3. Types a. Individual b. Group c. Major medical 4. Types of coverage provided	Panel discussion - Guest speakers from: Blue Cross-Blue Shield, Medicare, Medicaid, and representatives from other major health insurance companies.	Question and answer period.	6. Def 7. Lis hav 8. Con of and ins
C. Social insurance 1. Definition 2. Reasons for 3. Types a. Social security b. Unemployment insurance c. Old age, survivors, and disability	Guest speaker from Social Security Pass out pamphlets on Social Security.	Question and answer period Read and discuss pamphlets.	9. Def 10. Lis hav ins 11. Lis ins 12. Lis the pro
D. Property insurance 1. Definition 2. Reasons for 3. Types a. Fire insurance 1. Extended coverage 2. Cost b. Personal liability insurance c. Homeowners policies	Guest speaker from insurance company on various types of property insurance	Question and answer period Students will examine a policy and discuss terminology.	13. Def 14. Lis ins 15. Des 16. Def per 17. Des cov pol

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Panel discussion - Guest speakers from: Blue Cross-Blue Shield, Medicare, Medicaid, and representatives from other major health insurance companies.	Question and answer period.	6. Define "health insurance." 7. List four reasons for having health insurance.
		8. Contrast the various types of health insurance programs, and describe types of health insurance coverage.
Guest speaker from Social Security	Question and answer period	9. Define "social insurance." 10. List four reasons why we have adopted social insurance laws.
Pass out pamphlets on Social Security.	Read and discuss pamphlets.	11. List four types of social insurance. 12. List three specific aims of the unemployment insurance program.
Guest speaker from insurance company on various types of property insurance	Question and answer period	13. Define "property insurance."
	Students will examine a policy and discuss terminology.	14. List reasons for property insurance. 15. Describe fire insurance.
		16. Define and list reasons for personal liability insurance. 17. Describe the types of coverage in a homeowners policy.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
			The stu
d. Automobile insurance - types			18. Desc of c auto
e. Fire and theft insurance			19. Desc insu
E. Malpractice insurance	Guest speaker representing company which insures students	Question and answer period	
1. Definition			1. Defi
2. Reasons for			2. List malp
3. Types			3. Desc of m
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to: 18. Describe the various types of coverage obtainable in automobile insurance. 19. Describe fire and theft insurance.
Guest speaker representing company which insures students	Question and answer period	1. Define "malpractice." 2. List reasons for carrying malpractice insurance. 3. Describe the various types of malpractice insurance.
Unit review	Unit test	

Unit V - Body Structure and Functions

Course Outline

Placement: First and second semesters

Time allotment: 42 hours

Course Content:
Theory: 31 hours

Tests: 10 hours

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Filmstrips
3. Films
4. Worksheets
5. Student handout sheets
6. Projector transparencies
7. Workbooks
8. Group discussion
9. Student reports

Methods of Evaluation:
Final exam 1/3

Quizzes)
Assignments) 2/3
Class participation)

Textbooks: *Body Structure and Functions* (Workbook),
Ferris, E.B., Skelly, E.G., Delmar Publishers

Structure and Function of the Body,
Anthony, Catherine P., C.V. Mosby Co.

Unit V - Body Structure and Functions

Unit Objectives

This unit is designed to provide the student with a knowledge of the normal structure and functions of the body cells, tissues, organs, and systems, including the interrelationships between the body systems, and proper terminology.

At the end of this unit the student will be expected to be able to:

1. Demonstrate a knowledge of the normal structure and functions of the human body.
2. Use the knowledge acquired as a means to gain understanding in the basic skills needed to perform well in the selected health career.
3. Recognize and interpret common symptoms as a deviation from the normal.

Unit V - Body Structure and Functions
Part 1 - The Human Body

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
A. Introduction	State objectives of course.		The stu
1. Definitions a. Anatomy b. Physiology	Lecture - The science of anatomy and physiology	Students will write a few short paragraphs on what they know about their body functions as they understand them now. Discuss - Students' understandings of their bodies.	1. Defi "phy
2. Use of the microscope	Demonstrate use of microscope and its care.	Practice lab - Using microscope and focusing on slides.	2. Inse focu
B. Organization of body	Assign reading in textbook.	Read pp. 3-18 in Anthony text. Workbook assignment, pp. 3-11	
1. Cells a. Types b. Function	Lecture - Cells, tissues, organs, and systems. Use transparencies of cells and tissues on overhead projector.	Identify parts of cell on transparency.	3. Iden part 4. List func
2. Tissues a. Types b. Functions	Prepare lab experiment - Viewing blood cells and tissue under microscope. Teach proper staining method at this time.	Lab practice - Viewing blood cells and body tissues under a microscope.	5. Name of c
3. Organs a. Types b. Functions			6. Defi an e
4. Systems a. Types b. Functions			7. List the for
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 1 - The Human Body

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
State objectives of course.		
Lecture - The science of anatomy and physiology	Students will write a few short paragraphs on what they know about their body functions as they understand them now.	1. Define "anatomy" and "physiology."
	Discuss - Students' understandings of their bodies.	
Demonstrate use of microscope and its care.	Practice lab - Using microscope and focusing on slides.	2. Insert slide and properly focus a microscope.
Assign reading in textbook.	Read pp. 3-18 in Anthony text. Workbook assignment, pp. 3-11	
Lecture - Cells, tissues, organs, and systems. Use transparencies of cells and tissues on overhead projector.	Identify parts of cell on transparency.	3. Identify the three main parts of a cell. 4. List the five main functions of a cell.
Prepare lab experiment - Viewing blood cells and tissue under microscope. Teach proper staining method at this time.	Lab practice - Viewing blood cells and body tissues under a microscope.	5. Name the four basic types of tissue.
		6. Define "organ," giving an example.
		7. List the nine systems of the body, giving a function for each system.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 2 - The Skeletal System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
A. Introduction	Lecture.	Read Anthony text, pp. 23-32. Workbook assignment, pp. 12-20	The st
B. Functions of system	Use overhead projector and transparencies of bones.	Discussion on lecture material.	1. Li of
C. Composition of bone	Prepare lab experiment.	Lab experiment - Dissect a cross section of a bone, identifying parts.	2. Li fou bon
D. The adult's skeleton	Lecture and discussion		3. De thr
1. Names of main bones	Display adult skeleton.	Using adult skeleton, identify major bones of the body.	4. Li of
2. Functions and locations			5. Ide mor bod
E. The child's skeleton	Lecture and discussion	Discussion	6. Co chi and
1. Growth and development 2. Nutritional aspects			
F. The aged's skeleton	Lecture and discussion	Discussion	7. De cha occ
1. Changes			
2. Common disorders	Handout sheet - Outline to follow for report	Students will prepare reports on the various disorders of the skeletal system.	8. Lis com ske
a. Arthritis b. Fractures			
	Discussion - Physical activities for the aged	Compose a list of activities for the aged which would be beneficial in providing some physical activity. Examples - walking, knitting.	
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 2 - The Skeletal System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture.	Read Anthony text, pp. 23-32. Workbook assignment, pp. 12-20	
Use overhead projector and transparencies of bones.	Discussion on lecture material.	1. List the five functions of the skeletal system.
Prepare lab experiment.	Lab experiment - Dissect a cross section of a bone, identifying parts.	2. List and identify the four classifications of bones.
Lecture and discussion		3. Describe a joint, listing three of the five functions.
Display adult skeleton.	Using adult skeleton, identify major bones of the body.	4. List the major divisions of the human skeleton.
		5. Identify and locate the more common bones of the body.
Lecture and discussion	Discussion	6. Compare the bones of a child to that of an adult and the aging skeleton.
Lecture and discussion	Discussion	7. Describe the structural changes that frequently occur in the aging skeleton.
Handout sheet - Outline to follow for report	Students will prepare reports on the various disorders of the skeletal system.	8. List and describe two common disorders of the skeletal system.
Discussion - Physical activities for the aged	Compose a list of activities for the aged which would be beneficial in providing some physical activity. Examples - walking, knitting.	
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 3 - The Muscular System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Introduction	Lecture and discussion Assign reading	Read pp. 33-42 in Anthony text. Do workbook pps. 23-31	The stu 1. List musc
B. Functions of system			2. List the
C. Identification of major muscles	Locate major muscles, using wall chart. Use overhead projector and transparencies for muscle identification.	Have students place hands on rib cage. Feel the intercostal muscles contract when inhaling and relax when exhaling. Identify major muscles on projected transparency.	3. Usin iden musc
D. Common Disorders	Lecture - Disorders		4. List disc syst
1. Strain			
2. Sprain			
3. Muscular dystrophy			
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 3 - The Muscular System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion	Read pp. 33-42 in Anthony text. Do workbook pps. 23-31	The student is expected to: 1. List the three types of muscle tissue.
Assign reading		2. List five functions of the muscular system.
Locate major muscles, using wall chart.	Have students place hands on rib cage. Feel the intercostal muscles contract when inhaling and relax when exhaling.	3. Using given chart, identify the major muscles of the body.
Use overhead projector and transparencies for muscle identification.	Identify major muscles on projected transparency.	
Lecture - Disorders		4. List three of the common disorders of the muscular system.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 4 - The Circulatory System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
			The st
A. Introduction	Lecture and discussion	Read pp. 67-87 in Anthony text. Workbook, pp. 34-51	
B. Functions of circulatory system	Assign reading		1. Lis of
C. Components of circulatory system	Lecture and discussion	Lab experiment - Dissect a calf's heart and identify various parts.	
1. Blood			2. Lis pro
2. Blood vessels			3. Lis gro
3. Heart			
D. How blood circulates through the body	Film - "Hemo the Magnificent"	Discuss film.	4. Cor cir hea
E. Common disorders	Lecture and discussion	Write to the American Heart Assn. for information on heart disease. Prepare report for class.	5. Nam of cir
1. Varicose veins 2. Rheumatic fever 3. Heart failure	Assign several students to write to American Heart Assn.		
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 4 - The Circulatory System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion	Read pp. 67-87 in Anthony text. Workbook, pp. 34-51	
Assign reading		1. List the five functions of the circulatory system.
Lecture and discussion	Lab experiment - Dissect a calf's heart and identify various parts.	
		2. List the functions and properties of blood.
		3. List four types of blood groups.
Film - "Hemo the Magnificent"	Discuss film.	4. Correctly explain how blood circulates through the heart and body.
Lecture and discussion	Write to the American Heart Assn. for information on heart disease. Prepare report for class.	5. Name and describe six types of disorders of the circulatory system.
Assign several students to write to American Heart Assn.		
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 5 - The Respiratory System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
A. Introduction	Lecture and discussion	Read Anthony textbook, pp. 100-108. Workbook pp. 52-57	The stu 1. Defi
B. Functions of respiratory system	Assign reading.		2. List resp
C. Components of the respiratory system 1. Nose 2. Pharynx 3. Larynx 4. Trachea 5. Bronchi 6. Lungs	Set up lab experiment.	Using the lungs from a cow, examine the lung and dissect it. Identify major sections.	3. List the
D. Respiration	Outline for report	Prepare a report on the "iron lung" or dome. How does it compare to the action of natural breathing?	
E. Common disorders 1. Common cold 2. Pneumonia 3. Influenza 4. Laryngitis 5. Asthma 6. Tonsilitis	Lecture and discussion		4. List comm resp
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 5 - The Respiratory System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion	Read Anthony textbook, pp. 100-108. Workbook pp. 52-57	1. Define "respiration."
Assign reading.		2. List two functions of respiration.
Set up lab experiment.	Using the lungs from a cow, examine the lung and dissect it. Identify major sections.	3. List the components of the respiratory system.
Outline for report	Prepare a report on the "iron lung" or dome. How does it compare to the action of natural breathing?	
Lecture and discussion		4. List and describe four common disorders of the respiratory system.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 6 - The Nervous System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Introduction to nervous system	Lecture and discussion Assign reading.	Read Anthony textbook., pp. 47-64 Workbook, pp. 116-131.	The st
B. Functions of the nervous system			1. Exp the
C. Components of nervous system (structure and function)			
1. Neurons			2. Def the and
2. Brain	Set up lab demonstration.	Lab experiment - Dissect calf's brain, identifying parts.	3. Ide the fun
3. Spinal cord		Study cross section of spinal cord under a microscope. Draw a sketch and label it.	4. Lab spi
D. Sense organs 1. Eye 2. Ear	Lecture and discussion. Use overhead projector and transparencies of eye and ear.	Identify parts of eye and ear on projected transparency.	
E. Common disorders 1. Meningitis 2. Encephalitis 3. Epilepsy	Assign reports with outlines.	Write reports on disorders of the nervous system.	5. Lis the
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 6 - The Nervous System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion Assign reading.	Read Anthony textbook., pp. 47-64 Workbook, pp. 116-131.	
		1. Explain the functions of the nervous system.
		2. Define "neuron," listing the three types of neurons and their functions.
Set up lab demonstration.	Lab experiment - Dissect calf's brain, identifying parts.	3. Identify the main parts of the brain, giving one function for each part.
	Study cross section of spinal cord under a microscope. Draw a sketch and label it.	4. Label a diagram of the spinal cord.
Lecture and discussion. Use overhead projector and transparencies of eye and ear.	Identify parts of eye and ear on projected transparency.	
Assign reports with outlines.	Write reports on disorders of the nervous system.	5. List three disorders of the nervous system.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 7 - The Digestive System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Functions	Lecture and discussion Use overhead projector and transparencies of digestive system.	Read pp. 88-99 in Anthony textbook. Workbook, pp. 60-76.	The st 1. Def
B. Importance		Discussion - Compare given diagram to projected diagram.	2. Lis the
C. Components - structure and functions of: 1. Mouth 2. Tongue 3. Salivary glands 4. Teeth 5. Pharynx 6. Esophagus 7. Stomach 8. Small intestine 9. Large intestine 10. Liver 11. Gall bladder 12. Pancreas	Prepare handout - The digestive system.		3. Ide par sys
D. Process of digestion	Lecture and discussion Prepare experiment. List examples of digestion given by students on chalkboard.	Experiment - place saltine cracker in mouth. Note taste. Note chemical change taking place. Give examples of mechanical and chemical digestion.	4. Exp
E. Metabolism		Discussion	5. Def
F. Common disorders 1. Indigestion 2. Appendicitis 3. Gastritis 4. Diarrhea			6. Lis of
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 7 - The Digestive System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion Use overhead projector and transparencies of digestive system.	Read pp. 88-99 in Anthony textbook. Workbook, pp. 60-76.	1. Define "digestion."
	Discussion - Compare given diagram to projected diagram.	2. List three functions of the digestive system.
Prepare handout - The digestive system.		3. Identify and label all parts of the digestive system on a given diagram.
Lecture and discussion Prepare experiment.	Experiment - place saltine cracker in mouth. Note taste. Note chemical change taking place.	4. Explain process of digestion.
List examples of digestion given by students on chalkboard.	Give examples of mechanical and chemical digestion.	
	Discussion	5. Define "metabolism."
		6. List four common disorders of the digestive system.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 8 - The Endocrine System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Introduction	Lecture and discussion	Read Anthony textbook, pp. 129-139. Workbook, pp. 102-115	The st 1. Dif the end
B. Functions of the system	Assign reading.		
			2. Lis end
C. Components - structure and functions of:	Use overhead projector and transparencies of endocrine glands.		3. Nam end
1. Pituitary gland 2. Thyroid gland 3. Parathyroid gland 4. Adrenal gland 5. Ovaries 6. Testes 7. Islands of Langerhans 8. Thymus	Prepare handout diagram.	Locate endocrine glands on a given diagram. Discuss hormones produced by endocrine glands.	4. Nam pro and 5. Lis Isl
D. Common disorders	Lecture and discussion	Discussion	6. Nam com end
1. Hyperthyroidism 2. Hypothyroidism 3. Diabetes			
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 8 - The Endocrine System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion Assign reading.	Read Anthony textbook, pp. 129-139. Workbook, pp. 102-115	1. Differentiate between the exocrine glands and endocrine glands.
		2. List the functions of the endocrine system.
Use overhead projector and transparencies of endocrine glands.		3. Name the eight major endocrine glands.
Prepare handout diagram.	Locate endocrine glands on a given diagram.	4. Name the two hormones produced by the ovaries and testes.
	Discuss hormones produced by endocrine glands.	5. List the functions of the Islands of Langerhans.
Lecture and discussion	Discussion	6. Name and describe three common disorders of the endocrine system.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 9 - The Reproductive System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
			The stu
A. Introduction	Lecture and discussion	Read pp. 117-126, Anthony textbook Workbook pp. 91-101.	
B. Functions of the system	Assign reading.		1. List repr
	Check workbooks.		
			2. Tell some body
C. Components - structure and functions of: 1. Male organs 2. Female organs			3. List and syst
D. Menstrual cycle	Assign students to write report. Give outline.	Write a report on how to explain the process of menstruation to a girl reaching puberty.	4. Expl
	Lecture and discussion	Discussion	
E. Menopause			5. Defi
F. Disorders 1. Venereal disease			6. Defi
2. Menstrual disorders			7. List disc
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 9 - The Reproductive System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion	Read pp. 117-126, Anthony textbook Workbook pp. 91-101.	
Assign reading.		1. List three functions of reproductive system.
Check workbooks.		2. Tell the number of chromosomes found in the human body cells.
		3. List components of male and female reproductive systems.
Assign students to write report. Give outline.	Write a report on how to explain the process of menstruation to a girl reaching puberty.	4. Explain the menstrual cycle.
Lecture and discussion	Discussion	
		5. Define "menopause."
		6. Define "venereal disease"
		7. List two types of menstrual disorders.
Unit review	Unit test	

Unit V - Body Structure and Functions
Part 10 - The Excretory System

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
A. Introduction	Lecture and discussion Assign reading.	Read pp. 109-114, Anthony textbook. Workbook. pp. 77-90.	The st 1. Lis exc
B. Functions of the system	Check workbook.		2. Exp the
	Use overhead projector and transparencies of the urinary system.	Identify parts of urinary system on projected transparency.	
C. Components - structure and functions of: 1. Kidneys 2. Ureters 3. Bladder 4. Urethra 5. Urine	Demonstrate locating one's kidneys.	Locate the position of the kidneys by placing hands on back, just above waistline. Draw a diagram of urinary system, tracing urine from kidneys.	3. Lis of
D. Accessory organs of excretion 1. Skin 2. Lungs 3. Intestines	Lecture and discussion	Discuss how outside environment plays a role in the process of excretion.	4. Lis org
E. Common disorders 1. Kidney stones 2. Cystitis 3. Acne 4. Eczema 5. Impetigo 6. Boils	Lecture and discussion	Discuss disorders. Discuss amount of water to be drunk daily. Discuss childhood impetigo.	5. Lis of 6. Lis the
	Unit review	Unit test	

Unit V - Body Structure and Functions
Part 10 - The Excretory System

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion	Read pp. 109-114, Anthony textbook. Workbook. pp. 77-90.	The student is expected to: 1. List four organs of excretion.
Assign reading.		
Check workbook.		2. Explain the functions of the urinary system.
Use overhead projector and transparencies of the urinary system.	Identify parts of urinary system on projected transparency.	
Demonstrate locating one's kidneys.	Locate the position of the kidneys by placing hands on back, just above waistline.	3. List the five components of the urinary system.
	Draw a diagram of urinary system, tracing urine from kidneys.	
Lecture and discussion	Discuss how outside environment plays a role in the process of excretion.	4. List the three accessory organs of excretion.
Lecture and discussion	Discuss disorders.	5. List two common disorders of the urinary system.
	Discuss amount of water to be drunk daily.	
	Discuss childhood impetigo.	6. List four disorders of the skin.
Unit review	Unit test	

Unit VI - Skills Related to Health Occupations

Course Outline

Placement: Second semester

Time allotment: 129 hours

Course Content:

Theory: 123 hours

Quizzes: 4½ hours

Final exam: 1½ hours

Methods of Instruction:

1. Lecture
2. Group discussion
3. Filmstrips
4. Practice labs
5. Textbook and workbook
6. Clinical experience - Activities with asterisk denote clinical activity

Methods of Evaluation:

Final exam	1/3
Quizzes	2/3
Assignments	
Class participation	
Return demonstrations	

Textbooks: *Health Assistant*, Caldwell, Esther and Hegner, Barbara, Delmar Publishers, Albany, New York.

Simplified Nursing, Hoffman, Lipkin & Thompson, J.B. Lippincott Company, Phila., Penna.

Unit VI - Skills Related to Health Occupations

Unit Objectives

When the student has completed the course in Related Skills, she will be expected to be able to:

1. Evaluate the patient's environment and provide appropriate measures to make it comfortable for the patient.
2. Recognize the importance of communications in maintaining the patient's individuality and self-dignity.
3. Organize an environment to ensure the safety of the patient.
4. Administer good nursing care under the direct supervision of the Registered Nurse or instructor.
5. Utilize principles of medical asepsis when giving nursing care.
6. Identify the emotional and spiritual needs of the patient and assist the nurse in helping to meet these needs.
7. Contrast the expected characteristics and needs of patients in various age groups.
8. Assist the patient's family in becoming familiar with the hospital setting.
9. Define "comfort" and identify the comfort needs of the individual patient and nursing measures that meet these needs.

Unit VI - Skills Related to Health Occupations
Part 1 - The Patient's Needs and Environment

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
I. Role of communication in nursing	Unit objectives Lecture and discussion		The st 1. Rec of tai ind dig
A. What is communication? 1. Verbal 2. Nonverbal	Film - "Mrs. Reynolds Needs a Nurse." Discuss important points in film.	Discuss film.	
B. Communicating with the patient 1. Purposeful interview 2. Principles of interviewing 3. Skills - interviews	Explain how to interview a patient.	*Interview a patient and submit a transcript of the interview.	2. Rec dif fic purp 3. Deve view the
C. Pre-planning conference	Orientation to clinical unit and personnel	*Orientation to clinical unit and personnel. Participate in pre-planning conferences on the clinical unit.	4. Util conf pric need care
II. Maintaining a safe and healthful environment	Assign readings for discussion	Read "Simplified Nursing," Ch. 8. Read "Simplified Nursing," pp. 217-220. Read "Health Assistant," pp. 32-37.	5. Eva envi appr it c pati
A. Aspects of physical environment 1. Temperature 2. Humidity 3. Ventilation 4. Lighting 5. Water	Lecture and discussion - Orientation to the environment of the patient (room & equipment). Discussion and overhead projector - Review of proper disposal of waste and excretions in the hospital unit.		
6. Proper disposal of waste and excretions		Practice lab - Emptying bedpans and urinals	6. Remo bedp

Unit VI - Skills Related to Health Occupations
Part 1 - The Patient's Needs and Environment

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Unit objectives Lecture and discussion		1. Recognize the importance of communication in maintaining the patient's individuality and self-dignity.
Film - "Mrs. Reynolds Needs a Nurse." Discuss important points in film.	Discuss film.	2. Recognize the important difference between superficial conversation and purposeful interviewing.
Explain how to interview a patient.	*Interview a patient and submit a transcript of the interview.	3. Develop skills in interviewing to help identify the patient's needs.
Orientation to clinical unit and personnel	*Orientation to clinical unit and personnel. Participate in preplanning conferences on the clinical unit.	4. Utilize pre-planning conferences to help identify priorities in the patient's needs and organize patient care.
Assign readings for discussion Lecture and discussion - Orientation to the environment of the patient (room & equipment).	Read "Simplified Nursing," Ch. 8. Read "Simplified Nursing," pp. 217-220. Read "Health Assistant," pp. 32-37.	5. Evaluate the patient's environment and provide appropriate measures to make it comfortable to the patient.
Discussion and overhead projector - Review of proper disposal of waste and excretions in the hospital unit.	Practice lab - Emptying bedpans and urinals	6. Remove, empty, and sterilize bedpan and urinal correctly.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
7. Esthetic values a. Color b. Flowers c. Odor d. Quiet e. Privacy f. Appearance	Guest speaker on flower care	Questions and discussion	The stu 7. Care
B. Protecting the patient - the nurse's responsibility for providing a safe environment 1. Falls 2. Mechanical injury 3. Electric shock 4. Burns 5. Fire 6. Infection	Lecture - Review hospital's procedure for a fire. Demonstration - how to operate oxygen valves and fire extinguishers on the clinical unit.	Discuss fire procedure in hospital unit. Practice drill Return demonstration	8. Orga enfo pati 9. Foll proc or a 10. Diff dang assi
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Guest speaker on flower care	Questions and discussion	7. Care for patients' flowers.
Lecture - Review hospital's procedure for a fire.	Discuss fire procedure in hospital unit.	8. Organize the environment to enforce the safety of the patient.
Demonstration - how to operate oxygen valves and fire extinguishers on the clinical unit.	Practice drill Return demonstration	9. Follow the proper fire procedure when a fire drill or actual fire occurs.
		10. Differentiate types of dangers and the health assistant's role in each.
Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 2 - Principles of Medical and Surgical Asepsis

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
A. Medical asepsis	Objectives of Part 2		The s
1. Definition	Lecture		
2. Principles and techniques of handwashing	Demonstrate correct handwashing technique. Assign readings.	Practice lab - return demonstration Read "Simplified Nursing" Ch. 23, pp. 271-282.	1. Ut te
3. Principles of medical asepsis when giving nursing care: a. patient to patient b. personnel to patient c. Patient to personnel	Lecture	Discussion	2. Ut me nu
4. Cleaning the patient unit after discharge a. Discharging the patient.	Lecture - Care for ambulatory patient or a patient being discharged.	Role-play procedure Read "Simplified Nursing" pp. 187-189.	3. Dis ing pro
b. Preparing the unit for admission	Assign reading.		
(1) Unoccupied bed	Demonstration - Make unoccupied bed.	Practice lab. - return demonstration	4. Mak
(2) Body mechanics	Overhead projector - transparencies on bedmaking	Read "Simplified Nursing" pp. 174-177.	5. Uti in mea
(3) Turning mattresses			
	Give out assignment sheets.	Assignment sheet on bedmaking	

Unit VI - Skills Related to Health Occupations
Part 2 - Principles of Medical and Surgical Asepsis

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Objectives of Part 2		
Lecture		
Demonstrate correct hand-washing technique.	Practice lab - return demonstration	1. Utilize correct hand-washing technique.
Assign readings.	Read "Simplified Nursing" Ch. 23, pp. 271-282.	
Lecture	Discussion	2. Utilize principles of medical asepsis when giving nursing care.
Lecture - Care for ambulatory patient or a patient being discharged.	Role-play procedure	
	Read "Simplified Nursing" pp. 187-189.	3. Discharge patient, following correct hospital procedure.
Assign reading.		
Demonstration - Make unoccupied bed.	Practice lab. - return demonstration	4. Make unoccupied bed.
	Read "Simplified Nursing" pp. 174-177.	5. Utilize good body mechanics in performing nursing measures.
Overhead projector - transparencies on bedmaking		
Give out assignment sheets.	Assignment sheet on bedmaking	

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
B. Surgical asepsis	Lecture		The stu 6. Cont asep
1. Definition	Give out assignment sheets.	Assignment sheet on surgical asepsis	
2. Methods of sterilization a. Boiling b. Moist heat c. Steam autoclaving d. Gas autoclaving e. Cold autoclaving (chemical)	Arrange tour.	*Tour of central supply. Observe methods of sterilization.	7. Expl ster prin
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture		The student is expected to: 6. Contrast methods of medical asepsis with surgical asepsis.
Give out assignment sheets.	Assignment sheet on surgical asepsis	
Arrange tour.	*Tour of central supply. Observe methods of sterilization.	7. Explain various methods of sterilization and related principles.
Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 3 - Meeting the Needs of the Patient

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
			The st
A. Review of characteristics and needs of various age groups 1. Infancy 2. Early childhood 3. Late childhood 4. Young adolescence 5. Young adulthood 6. Middle years 7. The later years	Objectives of Part 3 Lecture - Have students recall past discussions.	Discussion. Review growth and development. Discuss the different needs of each age group.	1. Con cha of age
B. Meeting the needs of the patient upon admission 1. The patient's position, expectations, & needs 2. The health assistant's role	Lecture Filmstrip - Trainex Corp. "Admission and Discharge of the Patient"	Read "Simplified Nursing" pp. 182-186 Discuss filmstrip.	2. Con pat and him a p
a. Orientation of patient to hospital environment b. Orientation to hospital routine c. Care of the patient's belongings	Lecture - Procedure for admission to hospital unit	Role-play in classroom - Admitting and discharging patients.	3. Adm to
d. Consideration for family needs			4. As fam set
C. Meeting the comfort needs of the patient 1. Physical needs of ambulatory and bed-restricted patients	Lecture	Discussion	5. Def the ind nur the

Unit VI - Skills Related to Health Occupations
Part 3 - Meeting the Needs of the Patient

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
tics age	Objectives of Part 3		
e	Lecture - Have students recall past discussions.	Discussion. Review growth and development. Discuss the different needs of each age group.	1. Contrast the expected characteristics and needs of patients in various age groups.
the on a- nt's	Lecture Filmstrip - Trainex Corp. "Admission and Discharge of the Patient"	Read "Simplified Nursing" pp. 182-186 Discuss filmstrip.	2. Consider the individual patient's expectations and needs when admitting him or her and initiating a plan of care.
f pital o ine ient's	Lecture - Procedure for admission to hospital unit	Role-play in classroom - Admitting and discharging patients.	3. Admit and orient patients to the clinical unit.
for			4. Assist the family to become familiar with the hospital setting.
eeds f	Lecture	Discussion	5. Define "comfort." Identify the comfort needs of the individual patient and the nursing measures that meet these needs.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
			The st
2. Principles and relative nursing applications	Lecture		
a. Oral hygiene, pre-breakfast care	Demonstration of oral hygiene	Practice lab - return demonstration Read "Simplified Nursing" pp. 203-207.	6. Giv ora
b. Bathing (1) Partial bath (2) Shower (3) Tub bath	Demonstration of bed bath	Practice lab - return demonstration	7. Ass his
c. Back rub d. Body mechanics	Demonstration - Back rub	Practice lab - return demonstration Read "Simplified Nursing" pp. 210-212, 344-347.	8. App mec dai
e. Making occupied bed	Demonstration - Making occupied bed	Practice lab - return demonstration Read "Simplified Nursing" pp. 177-179	9. Mak fol pro
D. Meeting the physical needs of patient restricted to bed	Lecture - Care for a patient on complete bed rest	Discussion Read "Simplified Nursing" pp. 208-217	10. Ide ind to
1. Explanation of "Complete Bed Rest" 2. Bed bath 3. Care of skin, nails, hair and mouth	Demonstrate a.m. care	Practice lab - return demonstration	11. Giv fol ced
4. Bed exercise (range of motion)	Trainex filmstrip - "Range-of-Motion Exercises"	Discuss filmstrip. Demonstrate some Range-of-Motion Exercises illustrated in film.	
5. Prevention of decubitus ulcers	Lecture - Identifying a decubitus ulcer. Illustrations		12. Def Ide of
a. Positioning b. Body adjustment c. Care of skin		Classroom lab - Demonstrate good body alinement by correctly positioning a person in bed. Identify pressure areas on the skeletal model.	13. Uti ven

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture		
Demonstration of oral hygiene	Practice lab - return demonstration Read "Simplified Nursing" pp. 203-207.	6. Give breakfast care and oral hygiene.
Demonstration of bed bath	Practice lab - return demonstration	7. Assist the patient with his bath and morning care.
Demonstration - Back rub	Practice lab - return demonstration Read "Simplified Nursing" pp. 210-212, 344-347.	8. Apply principles of body mechanics and exercise in daily care.
Demonstration - Making occupied bed	Practice lab - return demonstration Read "Simplified Nursing" pp. 177-179	9. Make an occupied bed, following hospital procedure.
Lecture - Care for a patient on complete bed rest	Discussion Read "Simplified Nursing" pp. 208-217	10. Identify the needs of the individual patient confined to bed.
Demonstrate a.m. care	Practice lab - return demonstration	11. Give complete a.m. care, following correct procedure.
Trainex filmstrip - "Range-of-Motion Exercises"	Discuss filmstrip. Demonstrate some Range-of-Motion Exercises illustrated in film.	
Lecture - Identifying a decubitus ulcer. Illustrations		12. Define "decubitus ulcer"; Identify pressure areas of the body.
	Classroom lab - Demonstrate good body alinement by correctly positioning a person in bed. Identify pressure areas on the skeletal model.	13. Utilize methods of preventing decubitus ulcer.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DE
6. Safety needs a. Side rails b. Posey restraints c. Leather restraints	Demonstrate applying restraints.	Observe applying and removing restraints. Return demonstration	
7. Feeding the patient	Demonstrate feeding a patient.	Practice lab - return demonstration - Feeding a patient. Read "Simplified Nursing" pp. 195-196.	14. Help selv unab
8. Afternoon care	Discuss and demonstrate afternoon care.	Practice lab - return demonstration	
9. Measures to help the patient sleep and rest			15. List help ing
E. Mental comfort	Lecture	Discussion. Make a list of ways to help promote mental comfort.	16. Begi emot pati
F. Spiritual comfort	Lecture	Discussion - Why is spiritual comfort always important during illness?	17. Iden of t the sibi thes
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Demonstrate applying restraints.	Observe applying and removing restraints. Return demonstration	
Demonstrate feeding a patient.	Practice lab - return demonstration - Feeding a patient. Read "Simplified Nursing" pp. 195-196.	14. Help patients feed themselves and feed those unable to feed themselves.
Discuss and demonstrate afternoon care.	Practice lab - return demonstration	
		15. List the measures that will help the patient in sleeping and resting.
Lecture	Discussion. Make a list of ways to help promote mental comfort.	16. Begin to identify the emotional needs of the patient.
Lecture	Discussion - Why is spiritual comfort always important during illness?	17. Identify the spiritual needs of the patient and assist the nurse in her responsibility in helping to meet these needs.
Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 4 - Medical Examinations and Tests

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The s
I. Assisting the doctor with the patient's physical exam	Lecture - Assign students to role-play situation.	Role-play - assisting with a physical exam.	1. Pr as ph pe
A. Preparation of the patient	Assign reading.	Read "Simplified Nursing" pp. 240-246.	
B. Purpose of the exam			
C. Transferring, lifting, moving the patient, and getting the patient out of bed	Demonstrate transferring, lifting, moving the patient, and getting the patient out of bed.	Read "Simplified Nursing" pp. 196-202. Practice lab - return demonstration	2. Tr an us
D. Trays and equipment necessary for the physical exam (including rectal and pelvic exam)			
E. Positions and draping	Demonstrate draping and positioning.	Practice lab - return demonstration	
II. Preparing the patient for routine lab tests	Lecture	Discussion Read "Simplified Nursing" pp. 248-259.	3. Pr ro em
A. Mental and physical preparation of the patient			
B. Laboratory requisition	Demonstrate filling out lab requisition slips.	Return demonstration	
C. Collection of urine specimen 1. Urine reduction	Demonstrate collection of urine and Clinitest and Acetest.	Practice lab - urine testing	4. Co di 5. Do in
D. Collection of stool specimen	Assign students to role-play.	Role-play - Situation explaining purpose of routine lab tests to a patient.	6. Ex ro pa
E. Examination of blood			
F. X-ray exam			
	Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 4 - Medical Examinations and Tests

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
with al	Lecture - Assign students to role-play situation.	Role-play - assisting with a physical exam.	1. Prepare the patient and assist the doctor with the physical, vital, and/or pelvic exam.
he	Assign reading.	Read "Simplified Nursing" pp. 240-246.	
xam ft- ting f bed ent e l)	Demonstrate transferring, lifting, moving the patient, and getting the patient out of bed.	Read "Simplified Nursing" pp. 196-202. Practice lab - return demonstration	2. Transfer, lift, move patient, and help patient out of bed, using good body mechanics.
	Demonstrate draping and positioning.	Practice lab - return demonstration	
t for cal he	Lecture	Discussion Read "Simplified Nursing" pp. 248-259.	3. Prepare the patient for routine lab test and provide emotional support.
	Demonstrate filling out lab requisition slips.	Return demonstration	
ine on	Demonstrate collection of urine and Clinitest and Acetest.	Practice lab - urine testing	4. Collect specimens and dispose of them properly. 5. Do urine reductions as indicated for patient.
ocl	Assign students to role-play.	Role-play - Situation explaining purpose of routine lab tests to a patient.	6. Explain the purpose of routine lab tests to patient.
ood			
	Unit review	Unit test	

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Unit VI - Skills Related to Health Occupations
Part 5 _ Measuring Temperature, Pulse, Respirations, Blood Pressure

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
I. Measuring body temperature A. Definition	Lecture	Discussion Read "Simplified Nursing" pp. 259-263	The stu 1. Expl heat
B. Scientific principle of heat production and loss	Demonstration - Overhead projector	Discussion	
	Trainex filmstrip - "Vital Signs"	Discussion of filmstrip	
C. Methods of taking 1. Oral 2. Rectal 3. Axillary	Demonstrate taking temperature	Practice lab - Taking temperature	2. Diff and
D. Care of thermometers	Demonstrate care of thermometers.	Practice lab - Taking care of thermometers	
E. Fever	Lecture - Demonstrate measures to reduce fever.	Discussion - return demonstration	3. Util decr pati
F. Therapeutic applications of heat and cold			4. Appl orde
1. Underlying principles of therapy	Lecture by physical therapist	Discussion - Questions and answers	
2. Application of moist heat (packs, baths, soaks, compresses, stupes)	Demonstration - Use of hot water bottle and ice packs	Read "Simplified Nursing" pp. 282-290.	
3. Application of dry heat (hot water bottles, heating pad, blankets)			
4. Hypothermia - dry a. Ice pack b. Ice bags c. Ice mattress	Discuss terminology. Assign reading.	Read "Simplified Nursing" pp. 290-293	5. Expl hypo

Unit VI - Skills Related to Health Occupations
Part 5 _ Measuring Temperature, Pulse, Respirations, Blood Pressure

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture	Discussion Read "Simplified Nursing" pp. 259-263	1. Explain principles of heat production and loss.
Demonstration - Overhead projector	Discussion	
Trainex filmstrip - "Vital Signs"	Discussion of filmstrip	
Demonstrate taking temperature	Practice lab - Taking temperature	2. Differentiate between normal and abnormal temperatures.
Demonstrate care of thermometers.	Practice lab - Taking care of thermometers	
Lecture - Demonstrate measures to reduce fever.	Discussion - return demonstration	3. Utilize proper measures to decrease fever of the patient.
		4. Apply heat or cold as ordered by the doctor.
Lecture by physical therapist	Discussion - Questions and answers	
Demonstration - Use of hot water bottle and ice packs	Read "Simplified Nursing" pp. 282-290.	
Discuss terminology. Assign reading.	Read "Simplified Nursing" pp. 290-293	5. Explain principles of hypothermia.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DES
II. Measuring pulse rate A. Definition	Lecture and demonstration of pulse-taking	Practice lab - Taking another student's pulse rate.	The stu 1. Exp inv pat
B. Physiology and scientific principles	Overhead projector - transparencies for pulse rate	Practice lab - Care for an ambulatory patient and take his pulse rate	2. Cou cor str
C. Sites D. Methods E. Variations		Read "Simplified Nursing" pp. 263-266.	3. Ide var pul
III. Counting respirations A. Definition B. Scientific principles C. Methods of counting D. Factors causing variations	Lecture and demonstration of respiration	Practice lab - Taking another student's respiration count Read "Simplified Nursing" pp. 266-267.	4. Cou cor 5. Dif and 6. Ide caus tio
IV. Determining blood pressure A. Definition B. Scientific principles C. Methods of determining D. Factors causing variations	Lecture and demonstration of blood pressure	Practice lab - Taking another student's blood pressure Read "Simplified Nursing" pp. 267-269.	7. Take pres
	Unit review	Unit test	

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
es	Lecture and demonstration of pulse-taking Overhead projector - transparencies for pulse rate	Practice lab - Taking another student's pulse rate. Practice lab - Care for an ambulatory patient and take his pulse rate Read "Simplified Nursing" pp. 263-266.	The student is expected to: 1. Explain principles involved in taking a patient's pulse rate. 2. Count the patient's pulse correctly, rating rhythm, strength, and rate. 3. Identify factors causing variations in the patient's pulse.
es g	Lecture and demonstration of respiration	Practice lab - Taking another student's respiration count Read "Simplified Nursing" pp. 266-267.	4. Count patient's respirations correctly, noting variations 5. Differentiate between normal and abnormal respirations. 6. Identify factors which may cause variations in respiration.
es ing	Lecture and demonstration of blood pressure	Practice lab - Taking another student's blood pressure Read "Simplified Nursing" pp. 267-269.	7. Take a person's blood pressure accurately.
	Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 6 - The Care of Patients With Specific Conditions

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
I. Assisting in the care of the patient with common urinary disturbances A. Measures for proper elimination	Lecture - Review urine collection and testing.	Read "Simplified Nursing" pp. 246-250	The stu
B. Observations regarding urine	Lecture	Discussion	1. Obse reco abno
1. Amount 2. Frequency 3. Color 4. Odor 5. Dysuria	Demonstration - Measuring urinary output.	Practice lab - Measuring urinary output.	2. Cont pati meth supp tine
6. Inability to void a. Causes b. Measures to stimulate voiding			3. Util the
C. Care of patient with urinary disorder 1. Retention 2. Suppression 3. Incontinence		*Assist with care of a patient with a common urinary disorder. Read "Simplified Nursing" pp. 254-258.	4. Obse reco abno obse
II. Care of the patient with common GI disturbances A. Observation and recording 1. Emesis 2. Stools	Lecture - Care of patient with common GI disturbance. Discuss variatons in stool to observe when emptying patient's bedpan.		

Unit VI - Skills Related to Health Occupations
Part 6 - The Care of Patients With Specific Conditions

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
of n	Lecture - Review urine collection and testing.	Read "Simplified Nursing" pp. 246-250	
r			
d-			
	Lecture Demonstration - Measuring urinary output.	Discussion Practice lab - Measuring urinary output.	1. Observe patient's urine and recognize normal and abnormal properties. 2. Contrast the needs of the patient and the nursing methods used for retention, suppression, and incontinence.
id			3. Utilize methods to stimulate the patient to void.
th			
		*Assist with care of a patient with a common urinary disorder. Read "Simplified Nursing" pp. 254-258.	4. Observe patients BM's and recognize normal and abnormal properties from observation.
th	Lecture - Care of patient with common GI disturbance. Discuss variatons in stool to observe when emptying patient's bedpan.		

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
B. Causes, pertinent observations, and care of the patient with: 1. Nausea & vomiting 2. Constipation 3. Diarrhea 4. Distension 5. Fecal impaction 6. Incontinence		Contrast the needs of the patient and the nursing methods used for nausea, vomiting, constipation, diarrhea, distension, fecal impaction, and incontinence.	
C. Therapeutic measures used for aiding elimination 1. Rectal tube 2. Enema 3. Suppository	Lecture Demonstration of enema and use of rectal tube	Practice lab - Enema and use of rectal tube	5. Lis mea man anc
III. Assisting in the care of the patient requiring oxygen therapy	Lecture	Read "Simplified Nursing" pp. 313-321.	6. Ide of pre
A. The need for oxygen			
B. Methods of administering oxygen	Guest speaker - oxygen therapist	Questions and answers	7. Ide dis ing can
1. Oxygen tent 2. Nasal catheter 3. Face mask 4. Oxygen mask with reservoir bag 5. Aeroral treatments 6. IPPB therapy	Overhead projector - transparencies on methods of administering oxygen	Discuss transparencies	8. Ide mea pati the

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
t ng a		Contrast the needs of the patient and the nursing methods used for nausea, vomiting, constipation, diarrhea, distension, fecal impaction, and incontinence.	
es	Lecture Demonstration of enema and use of rectal tube	Practice lab - Enema and use of rectal tube	5. List three therapeutic measures used for the management of GI disturbances.
of 3 n	Lecture	Read "Simplified Nursing" pp. 313-321.	6. Identify the properties of oxygen that make safety precautions essential.
.	Guest speaker - oxygen therapist	Questions and answers	7. Identify the advantages and disadvantages of administering oxygen via oxygen tent, cannula, etc.
h nts	Overhead projector - transparencies on methods of administering oxygen	Discuss transparencies	8. Identify the safety and care measures necessary for the patient receiving oxygen therapy.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
IV. Meeting the needs of the patient experiencing pain A. The Assistant's role in control of pain	Lecture - Contrast the different types of pain a patient may experience and explain the ramifications of these.	Discussion - Have students discuss their feeling on pain, how to deal with pain, and environmental factors which influence pain.	9. Iden dete resp
1. Physical aspects a. Withdrawal b. Visceral response c. Types of pain			10. Iden whic prom pain
2. Psychological aspects a. Attitude b. Emotional reaction c. Threshold			
3. Environmental control			
4. Care of a patient with pain a. Observation b. Evaluation c. Encouragement d. General care and comfort measures e. Medication	Lecture	Read "Simplified Nursing" pp. 602-606.	
	Unit review	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - Contrast the different types of pain a patient may experience and explain the ramifications of these.	Discussion - Have students discuss their feeling on pain, how to deal with pain, and environmental factors which influence pain.	9. Identify the factors which determine an individual's response to pain.
		10. Identify the physical agents which may be utilized to promote comfort and relieve pain.
Lecture	Read "Simplified Nursing" pp. 602-606.	
Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 7 - Care of the Surgical Patient

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Pre-operative care 1. Socio-psychological preparation a. Fear of surgery b. Nurse-patient-family relationships c. Spiritual needs	Lecture - Assisting with the care of a patient going to surgery Assignment to students to prepare list of questions patient may ask the health assistant before going to surgery.	Discussion Read "Simplified Nursing" pp. 377-381 Discuss reading. Develop a list of questions a patient might ask the nurse or health assistant before going to surgery. Discuss answers.	The 1. D e p 2. E p c
2. Legal aspects	Lecture - Review the O.R. consent forms used in the hospital.		
3. Physical preparation a. Nutrition b. Physical exam c. Diagnostic tests d. Pre-op orders e. Skin prep f. Elimination g. Oral hygiene h. Bathing		Role-play - Assisting with the care of a patient going to surgery. Read "Simplified Nursing" pp. 381-382	3. E i p p
4. Immediate pre-op preparation a. Surgical attire b. Chart c. Transportation to O.R. d. Post-op bed			4. P a a O
5. Consideration for the family a. While patient is in surgery b. While patient is in recovery room	Lecture - Consideration for the patient's family while the patient is in O.R. and recovery room.	Discussion - Ways of making the patient's family comfortable while the patient is in surgery.	5. R f p r t

Unit VI - Skills Related to Health Occupations
Part 7 - Care of the Surgical Patient

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
cal	Lecture - Assisting with the care of a patient going to surgery	Discussion Read "Simplified Nursing" pp. 377-381	The student is expected to: 1. Identify the fears often expressed by patients prior to surgery.
ry - on- ds	Assignment to students to prepare list of questions patient may ask the health assistant before going to surgery.	Discuss reading. Develop a list of questions a patient might ask the nurse or health assistant before going to surgery. Discuss answers.	2. Explain the purpose of pre-operative preparation of the patient.
tion ts	Lecture - Review the O.R. consent forms used in the hospital.	Role-play - Assisting with the care of a patient going to surgery. Read "Simplified Nursing" pp. 381-382	3. Explain what is included in the physical preparation of the patient pre-operatively.
re to			4. Prepare the patient mentally and physically for surgery and transport him to the O.R.
the is is om	Lecture - Consideration for the patient's family while the patient is in O.R. and recovery room.	Discussion - Ways of making the patient's family comfortable while the patient is in surgery.	5. Recognize the needs of the family of the surgical patient and the assistant's role in helping to meet those needs.

CONTENT	TEACHER ACTIVITIES.	STUDENT ACTIVITIES	
B. Assisting with immediate post-op care 1. Maintain open airway 2. Observe for shock 3. Observe for bleeding 4. Comfort of the patient	Lecture and discussion Plan with students - Chart of signs and symptoms of post-op bleeding and shock.	Discussion Make wall chart - Signs and symptoms of post-op bleeding and shock.	6. Ass a p and whe
	Unit review	Unit test	

TEACHER ACTIVITIES.	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion	Discussion	6. Assist with the care of a post-operative patient and report complications when recognized.
Plan with students - Chart of signs and symptoms of post-op bleeding and shock.	Make wall chart - Signs and symptoms of post-op bleeding and shock.	
Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 8 - Care of the Aging Patient

CONTENT	TEACHER ACTIVITES	STUDENT ACTIVITIES	
A. Factors modifying illness	Lecture	Discussion	The st 1. Dis ass
B. Socio-economic and health problems of the aging 1. Social isolation 2. Physiology of aging 3. Common health problems of the aged	Assign reading.	Read "Simplified Nursing" pp. 354-361.	ger
C. Significant characteristics of the older patient 1. Environmental and physical needs	Lecture	Discussion	2. Lis of
2. Nutritional needs a. Vitamins 3. Elimination problems 4. Exercise 5. Patient's family 6. Accidents	Field trip to nursing home	*Make observations while on field trip. Questions and answers	
D. Surgery on the elderly patient			
E. Convalescence, rehabilitation and recreation 1. Problems associated with long-term illness	Lecture	Discussion - Develop a list of ideas for recreation projects for the patient with a long-term illness	3. Ide inv lon
F. Helping to meet the needs of the terminally ill	Lecture	Discussion Read "Simplified Nursing" pp. 321-324.	4. Sum of pat
	Unit review	Unit test	

Unit VI - Skills Related to Health Occupations
Part 8 - Care of the Aging Patient

	TEACHER ACTIVITES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
ess	Lecture	Discussion	1. Discuss the role of the assistant caring for geriatric patients.
e g -	Assign reading.	Read "Simplified Nursing" pp. 354-361.	
-	Lecture	Discussion	2. List four characteristics of the older patient.
ns	Field trip to nursing home	*Make observations while on field trip. Questions and answers	
l- h d hess	Lecture	Discussion - Develop a list of ideas for recreation projects for the patient with a long-term illness	3. Identify the problems involving patients with long-term illnesses.
eds	Lecture	Discussion Read "Simplified Nursing" pp. 321-324.	4. Summarize the special needs of the terminally ill patient.
	Unit review	Unit test	

Unit VII - Nutrition

Course Outline

Placement: Second semester - second half

Time allotment: 25 hours

Course Content:

Theory: 23 hours

Quizzes: 1 hour

Final exam: 1 hour

Methods of Instruction:

1. Lecture
2. Guest speaker
3. Student worksheets
4. Student handout sheets
5. Student reports
6. Group discussion

Methods of Evaluation:

Final exam	1/3
Quizzes) Class Participation) Assignments)	2/3

Reference book:

Nutrition for the Nurse, Townsend, Carolyn, Delmar Publishers, Inc., Albany, N.Y.

Unit VII - Nutrition

Course Objectives

When the student has completed the Nutrition unit, she will be expected to be able to:

1. Explain the full meaning of "normal nutrition" and the factors involved in its maintenance.
2. Describe the role that diet plays in the prevention, control, and treatment of disease.
3. List the nutritional needs of various age groups and what foods supply these needs.
4. Define the best methods of cooking foods to preserve essential nutrients while satisfying the preferences of the patient.
5. Discuss different diet patterns based on religious and cultural backgrounds.
6. Demonstrate the use of modified diets in various disease conditions and know what foods are permitted in and omitted from such diets.
7. Explain the roles and responsibilities of the various members of the health team in nutrition and diet therapy.

Unit VII - Nutrition
Part 1 - Physical Science of the Kitchen

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Heat 1 Temperature a. Relationship between heat and temperature b. Temperature scales, Fahrenheit and centigrade	Objectives of Unit Lecture - Demonstration of use of Fahrenheit and centigrade thermometers	Discussion Lab experiment - Temperature readings of various substances	The st 1. Expl bet and
2. Expansion			2. Def rel
3. Heat transmission a. Conduction b. Convection c. Radiation			3. List mis def
B. Water 1. Ice 2. Steam (water vapor) 3. Evaporation	Lecture and discussion Demonstration lab - Distillation process	Lab experiment - Distillation process	4. List of 5. Give fre deg 6. Expl
Physical changes in food 1. Colors change during ripening process 2. Liquids in food evaporate 3. Solutions change to solids 4. Food expands	Lecture and discussion Demonstration lab	Lab experiment - Using a microscope, place a drop of regular (or evaporated) milk and homogenized milk on a glass slide. Compare the size of fat globules. Student will make a list of foods that can be changed by physical means.	7. Def 8. List phys in f

Unit VII - Nutrition
Part 1 - Physical Science of the Kitchen

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Objectives of Unit Lecture - Demonstration of use of Fahrenheit and centigrade thermometers	Discussion Lab experiment - Temperature readings of various substances	The student is expected to: 1. Explain the difference between heat and temperature and how each is measured.
		2. Define "expansion" in relationship to heat.
		3. List 3 methods of heat transmission, giving a brief definition for each.
Lecture and discussion Demonstration lab - Distillation process	Lab experiment - Distillation process	4. List the 3 physical states of water. 5. Give the boiling point and freezing point of water, in degrees F. and C. 6. Explain why steam rises.
Lecture and discussion	Lab experiment - Using a microscope, place a drop of regular (or evaporated) milk and homogenized milk on a glass slide. Compare the size of fat globules. Student will make a list of foods that can be changed by physical means.	7. Define "physical change."
Demonstration lab		8. List four ways in which a physical change may occur in food.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The s
D. Chemical changes in food 1. Enzyme reaction	Lecture and discussion	Discussion	9. De
a. Starches change into simpler structures b. Fats and oils change in composition c. Proteins change in composition d. Decomposition is hastened	Demonstration lab - Prepare for experiment.	Lab experiment - Burn a cube of sugar with a match. Discuss the chemical change as carbon is formed. To keep cube of sugar burning continually, cover with ashes. Ashes act as catalytic agent in the oxidation process, similar to enzymes in the body.	10. De sy ch
E. Properties of materials 1. Dishes (china, earthenware, stoneware, plastic)	Lecture and discussion	Discussion	11. Li of
a. Composition of each b. Durability c. Usefulness	Display different types of dishes discussed in lecture.	View dishes on display. Discuss qualities of dishes and choice of selection for purchase.	12. Li ta wh
2. Cookware (aluminum, enamelware, cast iron, glass, steel, copper, and Teflon)	Lecture and discussion	Discussion	13. Li co
a. Composition of each b. Durability c. Usefulness	Assign students to write for information on cookware.	Students will write for information to: 1. Corning Ware 2. Revere Ware 3. Presto - Cookware	14. Li ta wh

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
food	Lecture and discussion	Discussion	The student is expected to: 9. Define "chemical change."
e osition e in ls	Demonstration lab - Prepare for experiment.	Lab experiment - Burn a cube of sugar with a match. Discuss the chemical change as carbon is formed. To keep cube of sugar burning continually, cover with ashes. Ashes act as catalytic agent in the oxidation process, similar to enzymes in the body.	10. Describe how the digestive system of the body produces chemical changes in food.
als chen-	Lecture and discussion	Discussion	11. List 2 desirable qualities of dishes.
	Display different types of dishes discussed in lecture.	View dishes on display. Discuss qualities of dishes and choice of selection for purchase.	12. List 4 facts that should be taken into consideration when selecting dishes.
n,	Lecture and discussion	Discussion	13. List 5 desirable qualities in cookware.
l, n)	Assign students to write for information on cookware.	Students will write for information to: 1. Corning Ware 2. Revere Ware 3. Presto - Cookware	14. List 3 facts that should be taken into consideration when selecting cookware.

Unit VII - Nutrition
Part 2 - Food Preservation

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Spoilage 1. Microbial spoilage 2. Chemical spoilage 3. Spoilage by animals and insects 4. Physical spoilage	Lecture and discussion Set up lab experiment on food spoilage.	Discussion on Spoilage Lab experiment - Using petri dishes, place a section of bread in each dish. Place a few drops of water on one section and cover. Leave the second dish uncovered. Observe over a week's period of time.	The st 1. Lis spo 2. Lis org foo
B. Conditions that promote spoilage 1. Temperature 2. Thawing process	Lecture and discussion Prepare lab for experiment.	Discussion for proper care of various types of foods	3. Des the spo
C. Conditions that delay spoilage 1. Freezing 2. Preservation 3. Proper storage and handling	Lecture and discussion		4. Exp is
D. Refrigeration 1. Principle of 2. Conditions for various foodstuffs	Lecture and discussion	Discussion - Types of refrigerators, freezers, etc.	5. Exp col
E. Freezing 1. Freezing zone	Lecture and discussion		6. Des met
F. Drying (dehydration) 1. Principle of 2. Examples of	Prepare lab for experiment.	Discussion - Methods of drying foods	7. Des deh 8. Lis pro 9. Lis dis

Unit VII - Nutrition
Part 2 - Food Preservation

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion	Discussion on Spoilage	1. List 4 causes of food spoilage.
Set up lab experiment on food spoilage.	Lab experiment - Using petri dishes, place a section of bread in each dish. Place a few drops of water on one section and cover. Leave the second dish uncovered. Observe over a week's period of time.	2. List 3 groups of micro-organisms which lead to food spoilage.
Lecture and discussion	Discussion for proper care of various types of foods	
Prepare lab for experiment.		3. Describe how temperature and the thawing process promote spoilage.
Lecture and discussion		
		4. Explain why refrigeration is necessary.
Lecture and discussion	Discussion - Types of refrigerators, freezers, etc.	5. Explain how food is kept cold in a refrigerator.
Lecture and discussion		6. Describe 4 quick-freezing methods.
Prepare lab for experiment.	Discussion - Methods of drying foods	7. Describe the principle of dehydration. 8. List 2 methods used in the process of dehydration. 9. List 3 advantages and 3 disadvantages of dehydration.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The s
G. Smoking 1. Principle of 2. Method 3. Examples of	Lecture and discussion Set up lab experiment.	Discussion - Old fashioned and modern ways of smoking foods	10. Ex sm 11. Ex in mi
H. Radiation 1. Principle of 2. Method	Lecture and discussion		12. Ex pr on
I. Canning 1. Principle of 2. Various methods 3. Seasonal charts	Lecture and discussion	Lab experiment - Canning process using some available food	13. Li ca 14. Li
J. Food additives 1. Types and functions 2. Foods which contain additives	Lecture and discussion Assign students to survey sections of local supermarket. Outline what to look for.	Have students survey local supermarket, compose a list of foods found that contain food additives.	15. De 16. Li of
	Review for unit test.	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture and discussion Set up lab experiment.	Discussion - Old fashioned and modern ways of smoking foods	10. Explain the process of smoking foods.
		11. Explain how smoking foods inhibits the growth of microorganisms.
Lecture and discussion		12. Explain the effects the process of radiation has on food.
Lecture and discussion	Lab experiment - Canning process using some available food	13. List 3 basic principles of canning.
		14. List 2 methods of canning.
Lecture and discussion Assign students to survey sections of local supermarket. Outline what to look for.	Have students survey local supermarket, compose a list of foods found that contain food additives.	15. Define "food additive." 16. List 4 reasons for the use of food additives.
Review for unit test.	Unit test	

Unit VII - Nutrition
Part 3 - Introduction to Nutrition

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Meaning of good nutrition	Lecture. Define "nutrition" and factors affecting good nutrition.		The stu 1. Defi
B. Factors affecting good nutrition 1. Culture 2. Religion 3. Economics 4. Availability	Assign each student a country, to report on its food customs.	Prepare a report on food customs of a foreign country. Each student will study a different country.	2. Desc nutr sign
C. Engery requirements 1. Calorie values 2. Caloric needs with respect to: a. age b. sex c. height d. weight e. physical activity f. growth and development g. pregnancy	Lecture and discussion Hand out weight-height and calorie charts.	Discussion Using a height-weight chart, find your ideal weight. Then multiply by the calories required per pound of ideal weight. The result is calories needed per day.	3. Defi 4. Calc requ weig poun
D. Importance of balanced diet 1. Basic Four food groups 2. Functions of food 3. Nutrition to maintain health and prevent illness	Lecture and discussion Student handouts - Basic Four food groups	Discussion For 24 hours keep a record of foods eaten. Compare it to the Basic Four food groups.	5. Expl main diet 6. List grou 7. Expl main illn

Unit VII - Nutrition
Part 3 - Introduction to Nutrition

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Lecture. Define "nutrition" and factors affecting good nutrition.		1. Define "nutrition."
		2. Describe 5 signs of good nutrition as well as 5 signs of poor nutrition.
Assign each student a country, to report on its food customs.	Prepare a report on food customs of a foreign country. Each student will study a different country.	
Lecture and discussion	Discussion	3. Define "calorie."
Hand out weight-height and calorie charts.	Using a height-weight chart, find your ideal weight. Then multiply by the calories required per pound of ideal weight. The result is calories needed per day.	4. Calculate her calorie requirement based on ideal weight and calories per pound of body weight.
Lecture and discussion	Discussion	5. Explain the importance of maintaining a balanced diet.
Student handouts - Basic Four food groups	For 24 hours keep a record of foods eaten. Compare it to the Basic Four food groups.	6. List the Basic Four food groups. 7. Explain why proper nutrition maintains health and prevents illness.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
2. Nutrients	Lecture and discussion - Define "nutrients"	Discussion	The s 8. D
1. Carbohydrates a. Source b. Functions c. Deficiency symptoms	Assignment - Have students list CHO taken in 24 hours.	Make a list of all carbohydrates eaten in a 24-hour period.	9. De ca 10. Li ca 11. Te in
2. Fats a. Source b. Functions c. Deficiency symptoms	Lecture and discussion Assignment - Have students make a chart of 8 fats, listing sources.	Make a chart of 8 fats, listing some sources.	12. Li of 13. De cl 14. Te in
3. Proteins a. Source b. Functions c. Deficiency symptoms	Lecture and discussion Have recorder record items as students mention them.	Compose a list of ways a parent might disguise protein foods such as eggs and milk if the child does not like to eat these foods.	15. Li pr 16. De "i 17. Li de
4. Minerals a. Types b. Functions c. Sources d. Deficiency symptoms	Lecture and discussion - Stress need for calcium and iron. Pass out student handout sheets on minerals.	Through class discussion, list ways of supplying an adequate amount of calcium for an adult who dislikes milk. Compile a list of foods rich in iron.	18. De of 19. Na li

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion - Define "nutrients"	Discussion	The student is expected to: 8. Define "nutrient."
Assignment - Have students list CHO taken in 24 hours.	Make a list of all carbohydrates eaten in a 24-hour period.	9. Describe the function of carbohydrates.
		10. List 3 groups or types of carbohydrates.
		11. Tell how many calories are in one gram of carbohydrate.
Lecture and discussion	Make a chart of 8 fats, listing some sources.	12. List the 3 main functions of fats.
Assignment - Have students make a chart of 8 fats, listing sources.		13. Describe how fats are classified.
		14. Tell how many calories are in one gram of fat.
Lecture and discussion	Compose a list of ways a parent might disguise protein foods such as eggs and milk if the child does not like to eat these foods.	15. List the 2 main functions of proteins.
Have recorder record items as students mention them.		16. Define "complete" and "incomplete" protein.
		17. List 3 symptoms of protein deficiency.
Lecture and discussion - Stress need for calcium and iron.	Through class discussion, list ways of supplying an adequate amount of calcium for an adult who dislikes milk.	18. Describe the general function of minerals in the body.
Pass out student handout sheets on minerals.	Compile a list of foods rich in iron.	19. Name 8 of the common minerals, listing one source for each.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
5. Vitamins a. Types b. Functions c. Sources d. Deficiency symptoms	Lecture and discussion Handout - Outline of research report Assignment - Vitamin chart	Discuss vitamin supplements. Do research report on the history of vitamins from 1882 on. Make a chart of principal vitamins, functions, and good sources of each. Discuss vitamin deficiency symptoms.	20. Desc of v 21. Iden thei 22. Desc nece supp
F. Adverse effects of "snack" foods 1. What is a snack food?		Discussion - The dangers of snack foods to good nutrition	23. Desc of
G. Adverse effects of certain nutrients 1. Saturated fats 2. Cholesterol	Lab demonstration and testing food for fat Assign student to write to American Heart Association. Assignment - Make lists of low-cholesterol and low-saturated fat foods.	Discuss the cholesterol question and heart and artery disease. Write to the American Heart Association for current booklets on saturated fats and cholesterol. Read and discuss. Compile lists of foods low in saturated fats and cholesterol.	24. Desc satu on t
H. Food economics 1. Evaluation of foods a. Beverages b. Eggs c. Meats, Poultry, Fish d. Vegetables e. Fruits f. Cereals g. Legumes and peanut butter h. Cakes and cookies	Lecture and discussion Plan field trip. Assign different students to different departments of various supermarkets.	Field trip to local supermarket. Observe good and poor nutritional "buys" in fresh meats, dairy foods, fresh fruits and vegetables, frozen foods, canned foods, beverages, dried foods, and cereals, snacks, and crackers. Also note package sizes and weights. Compile lists of good and poor buys from standpoint of *nutrition*.	25. Expl valu 26. Hand 27. Eval nutr

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion Handout - Outline of research report	Discuss vitamin supplements. Do research report on the history of vitamins from 1882 on.	20. Describe the general function of vitamins in the body.
Assignment - Vitamin chart	Make a chart of principal vitamins, functions, and good sources of each.	21. Identify 5 major vitamins and their functions in the body.
	Discuss vitamin deficiency symptoms.	22. Describe when it would be necessary to take vitamin supplements.
	Discussion - The dangers of snack foods to good nutrition	23. Describe the adverse effects of snack food.
Lab demonstration and testing food for fat Assign student to write to American Heart Association. Assignment - Make lists of low-cholesterol and low-saturated fat foods.	Discuss the cholesterol question and heart and artery disease. Write to the American Heart Association for current booklets on saturated fats and cholesterol. Read and discuss. Compile lists of foods low in saturated fats and cholesterol.	24. Describe the effects of saturated fats and cholesterol on the heart and arteries.
Lecture and discussion Plan field trip. Assign different students to different departments of various supermarkets.	Field trip to local supermarket. Observe good and poor nutritional "buys" in fresh meats, dairy foods, fresh fruits and vegetables, frozen foods, canned foods, beverages, dried foods, and cereals, snacks, and crackers. Also note package sizes and weights. Compile lists of good and poor buys from standpoint of *nutrition*.	25. Explain the nutritional values of food. 26. Handle and store food properly. 27. Evaluate foods according to nutritional value.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
2. Weight and contents a. Labeling b. Packaging c. Economy in purchasing d. Market-supply charts of fresh fruits and vegetables	Lecture and discussion - "Unit pricing." Get calculator to compute unit prices.	Compile lists of above products, including size, price, weight, and unit price. Include cereals, canned goods, frozen juices and vegetables, dry milk, liquid milk.	28. Eva to wei
3. Advertising 4. Sales	Lecture and discussion	Compare prices of the week's specials at local markets.	29. Pur eco
5. Effects on health of unwise economizing	Have daily newspapers available for students.	Discussion on unwise economizing.	30. Lis tha eco
I. Water - the universal solvent	Lecture and discussion		
1. Water cycle	Transparency - water cycle	Discussion of transparency	31. Des
2. Sources of water a. ground b. surface			32. Lis
3. Purification methods a. Chlorination b. Boiling c. Distillation d. Filtration e. Addition of copper sulfate	Lecture and discussion Field trip	Field trip to local filtration plant. Observe their method of purifying water.	33. Lis pu

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
	Lecture and discussion - "Unit pricing." Get calculator to compute unit prices.	Compile lists of above products, including size, price, weight, and unit price. Include cereals, canned goods, frozen juices and vegetables, dry milk, liquid milk.	28. Evaluate foods according to label, package, and weight.
bles			
	Lecture and discussion	Compare prices of the week's specials at local markets.	29. Purchase nutritious food economically.
f	Have daily newspapers available for students.	Discussion on unwise economizing.	30. List 3 nutritional problems that arise from unwise economizing.
	Lecture and discussion		
	Transparency - water cycle	Discussion of transparency	31. Describe the water cycle.
			32. List 2 sources of tap water.
s	Lecture and discussion	Field trip to local filtration plant. Observe their method of purifying water.	33. List 2 methods used to purify water.
	Field trip		
r			

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
4. Hard water a. Temporary b. Permanent c. Characteristics	Lecture and discussion Set up for lab experiment	Lab experiment - Cook 4 ounces of peas or similar vegetable (fresh or frozen) in soft water, 4 oz. in hard water. Check the skin for toughness, texture and color. Taste to see which sample is better tasting.	34. Des con wat
5. Soft water a. Characteristics			
6. Water softeners			35. Exp sof
	Review for unit test	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture and discussion Set up for lab experiment	Lab experiment - Cook 4 ounces of peas or similar vegetable (fresh or frozen) in soft water, 4 oz. in hard water. Check the skin for toughness, texture and color. Taste to see which sample is better tasting.	34. Describe hard water, contrasting it to soft water.
		35. Explain the action of water softeners.
Review for unit test	Unit test	

Unit VII - Nutrition
Part 4 - Nutrition and the Health Worker

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
A. Introduction to diet therapy - purpose of hospital diets	Guest speaker - Nutritionist from dietary department of local hospital.	Question and answer period following lecture on special diets.	The st 1. Def 2. Des
B. Specific diets - foods allowed and not allowed 1. Regular diet 2. Liquid diets a. Clear liquid b. Full liquid	Each student will be given definition of special diet she selects.	Each student will select a special diet and compose a menu for a 24-hour period.	3. Lis liq 4. Con a c
3. Soft diet 4. Light diet			5. Dif die
5. Bland diet			6. Lis die
6. High- and low-calorie diets			
7. High- and low-residue diets			7. Li and
8. High- and low-fat diets			8. Lis fat
9. High-protein diet			9. Giv hi
10. Low-purine diet			10. Des
11. High-purine diet			

Unit VII - Nutrition
Part 4 - Nutrition and the Health Worker

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Guest speaker - Nutritionist from dietary department of local hospital.	Question and answer period following lecture on special diets.	1. Define "diet therapy." 2. Describe a hospital diet.
Each student will be given definition of special diet she selects.	Each student will select a special diet and compose a menu for a 24-hour period.	3. List foods allowed on a liquid diet. 4. Contrast a full-liquid with a clear-liquid diet. 5. Differentiate between a soft diet and a light diet. 6. List foods found on a bland diet. 7. List foods found on a high- and low-residue diet. 8. List 4 protein foods low in fat content. 9. Give two reasons for using high-protein diet. 10. Describe a low-purine diet.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
12. High-iron diet	Discussion - Prepare questions a health assistant may be asked about some special diet a patient might be on. Discuss possible answers.	Reports on special diets	11. Lis
13. High- and low-sodium diets			12. Lis and
14. Alkaline- and acid-ash diets			13. Lis and
15. Low-carbohydrate diet			
16. Elimination diet			14. Des
17. High-vitamin diet			15. Giv hig
	Discussion - the medical assistant's responsibility in regard to special diets		
	Review for Unit test	Unit test	

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Discussion - Prepare questions a health assistant may be asked about some special diet a patient might be on. Discuss possible answers.	Reports on special diets	11. List 6 foods high in iron.
		12. List 8 foods high in sodium and 8 foods low in sodium.
		13. List purpose of alkaline- and acid-ash diets.
		14. Describe an elimination diet.
		15. Give 2 reasons for using a high-vitamin diet.
Discussion - the medical assistant's responsibility in regard to special diets		
Review for Unit test	Unit test	

Junior Year - Clinical Experience

Health Occupations encompass those career areas which provide services to individuals, including direct patient care and supportive services. Clerical experience is available in a wide variety of settings: health-care facilities (hospitals, nursing homes, and extended-care facilities), community health service agencies, and professional offices.

The selection of a clinical area that meets the educational needs of the students is of vital importance to the success of the training program. The area selected should be able to give the student opportunities for educational experiences to aid the student in obtaining her career objective.

The hours spent in the clinical area can be adapted to meet the needs of each individual student. It is advisable to start the experience early in the school year and rotate each student through various departments in the hospital or health-care facility.

In the early part of the junior year the student could go to the clinical agency one day a week for three hours to observe various departments functioning. This experience could be correlated with introductions to various health careers. Clinical experience can be lengthened as the student's skills increase, and by the end of the junior year she should be in the clinical situation four days a week for three hours a day.

On the next page is a listing of the various types of clinical affiliations where students might obtain the needed experience.

Listing of Appropriate Comminity Health Care Facilities Available for Clerical Experience

I. Hospitals

a. Admission Office
b. Business Office
c. Central Supply
d. Clinics
e. Dietary Department
f. Electrocardiogram Unit
g. Electroencephalogram Unit
h. Emergency Room
i. Escort Service
j. Housekeeping Department
k. Inhalation Therapy Unit
l. Laboratory
m. Maternity Unit
n. Medical Records Department
o. Medical-Surgical Units
p. Occupational Therapy Department
q. Operating Room
r. Pediatric Unit
s. Physical Therapy Unit
t. Recreational Therapy Unit
u. Speech Therapy Unit
v. Social Service Office
w. Ward Clerk Units

II. Community Health Care and Service Facilities

a. Baby Keep Well Stations
b. Blood Banks
c. Child Day Care Centers
d. Community Health Centers
e. Dental Laboratory
f. Dentists' Offices
g. Doctors' Offices
h. Drug Addiction Centers
i. Drug Stores
j. Extended Care Centers
k. Health Department
l. Homes for Mentally Retarded
m. Industrial Health Office
n. Intermediate Care Centers
o. Medical Surgical Supply Stores
p. Mortuary
q. Neighborhood Health Centers
r. Nursing Homes
s. Orphanages
t. Pharmaceutical Companies
u. Podiatrists' Offices
v. Private Medical Laboratories
w. Rehabilitation Centers
x. School Nurses' Offices
y. Veterinarian Office
z. Visiting Homemaker Service
aa. Voluntary Health Agencies (Heart, Cancer, etc.)

Senior Year

Orientation to the World of Work

Course Outline

Placement: First week, second year

Time allotment: 15 hours

Course Content:

Theory: 14 hours

Test: 1 hour

Method of Instruction:

1. Lecture
2. Group discussion

Methods of Evaluation:

Class participation	2/3
Test	1/3

Orientation to the World of Work

Objectives

At the end of the orientation period the student will be expected to be able to:

1. Fill out a job application properly and arrive for interview promptly and in appropriate attire.
2. List six responsibilities the student has toward her employer.
3. Discuss workmen's compensation, unemployment insurance, life and health insurance as benefits to the employee.
4. Use proper communications techniques at all times.
5. Demonstrate good technique in all acquired skills as taught during the junior year of training.

Orientation to the World of Work

CONTENT	*TEACHER ACTIVITIES*	STUDENT ACTIVITIES	D
I. Orientation to cooperative education			The stud
A. Explanation of cooperative education	Introduction and objectives		1. Stat coop
B. Objectives and philosophy			2. List coop
C. Distribution of materials 1. Course outline 2. Methods of evaluation 3. Grading	Pass out materials.	Discuss materials.	
II. How to apply for a job	Lecture	Discussion	3. Rec whe
A. Choosing your first job	Prepare for role-playing.	Role-play - Applying for a job (Divide into groups.)	4. Sel to y
B. Presenting your qualifications			5. Pre acc
C. Filling our application forms	Lecture. Obtain application forms for students.	Practice filling out various types of application forms.	6. Fil cor
D. The interview 1. What to take with you 2. Personal appearance 3. Being punctual	Lecture. Prepare students for role-playing.	Role-play - The first interview: how to and how not to.	7. Pre in on

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
		The student is expected to:
Introduction and objectives		1. State the purpose of cooperative education. 2. List the objectives of the cooperative program.
Pass out materials.	Discuss materials.	
Lecture	Discussion	3. Recognize self-limitations when selecting a job.
Prepare for role-playing.	Role-play - Applying for a job (Divide into groups.)	4. Select a job that appeals to your interest. 5. Present qualifications accurately.
Lecture. Obtain application forms for students.	Practice filling out various types of application forms.	6. Fill out application blank correctly.
Lecture. Prepare students for role-playing.	Role-play - The first interview: how to and how not to.	7. Present self at interview in appropriate attire and on time.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	D
II. Employee responsibilities	Lecture - Review responsibilities of employee on a job.	Group discussion - Rights of employee and employer	8. List of t empl
A. Development of good work attitudes and habits	Lecture	Discussion	9. Desc
B. Importance of good grooming	Lecture - Guest speaker from modeling agency, charm school, or similar organization	Questions and answers	10. List good
IV. Laws and regulations affecting the worker			
A. Working papers	Lecture. Obtain sample working papers for students.	Discussion - Practice filling out working-paper permits.	11. List work
B. Child labor laws			12. List chil 13. Accu pape
C. Insurance 1. Workmen's compensation 2. Unemployment insurance 3. Life or health insurance	Lecture on various types of insurance	Discussion on unemployment, life, and workmen's compensation insurance.	14. List that must
D. Social security	Lecture on forms Obtain forms from S.S. office.	Discussion - Practice filling out SS-5 forms.	15. Defi and
E. Income tax	Lecture - Guest speaker from IRS. Discuss W-4 and filling out income tax forms.	Practice filling out W-4 forms.	16. Expl inco

TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
Lecture - Review responsibilities of employee on a job.	Group discussion - Rights of employee and employer	8. List 6 responsibilities of the employee to his employer.
Lecture	Discussion	9. Describe 8 good work habits.
Lecture - Guest speaker from modeling agency, charm school, or similar organization	Questions and answers	10. List 6 characteristics of good grooming.
Lecture. Obtain sample working papers for students.	Discussion - Practice filling out working-paper permits.	11. List 4 laws regulating working conditions.
		12. List 3 reasons for having child labor laws.
		13. Accurately fill out working-paper applications.
Lecture on various types of insurance	Discussion on unemployment, life, and workmen's compensation insurance.	14. List types of insurance that employer and employee must carry.
Lecture on forms Obtain forms from S.S. office.	Discussion - Practice filling out SS-5 forms.	15. Define "social security" and give its purpose.
Lecture - Guest speaker from IRS. Discuss W-4 and filling out income tax forms.	Practice filling out W-4 forms.	16. Explain purpose of federal income tax.

CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			The st
V. Elements of proper communication	Lecture. Discuss various types of communication and problems involving lack of proper communication techniques.	Discuss and demonstrate verbal and nonverbal communication.	17. De gi co
VI. Job related unit			
This area will be developed around the training plan which is worked out by the instructor and supervisor with whom the student will be working on the job. Advanced skills or knowledge to be taught will be based on both the job analysis and the level at which the student is expected to perform.	Develop training plan.	Perform learned skills on the job.	18. Pe ac
	Plan advance classes in needed skills.	Recognize own weakness in certain areas and consult with instructor for advice and planned practice lab time.	19. Se wh
	Make practice labs available for students.		
Some of this time may also be used to reinforce already-taught skills.	Plan individual student conferences for guidance.	Participate in clerical conferences. Contribute date on new learning situations as well as sharing problems with classmates.	20. Co ma co

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	DESIRED BEHAVIORAL OUTCOME
			The student is expected to:
	Lecture. Discuss various types of communication and problems involving lack of proper communication techniques.	Discuss and demonstrate verbal and nonverbal communication.	17. Define "communication" and give examples of good communication techniques.
vel- n-	Develop training plan.	Perform learned skills on the job.	18. Perform all learned skills accurately.
rk- tor	Plan advance classes in needed skills.	Recognize own weakness in certain areas and consult with instructor for advice and planned practice lab time.	19. Seek help and guidance when needed.
l be ow- ill job el is	Make practice labs available for students.		
y -	Plan individual student conferences for guidance.	Participate in clerical conferences Contribute date on new learning situations as well as sharing problems with classmates.	20. Contribute pertinent material during clerical conferences.

Senior Year - Clinical Experience

Cooperative Education

The Senior Year of the Health Occupations Cooperative Education Program is designed so that the student who has chosen a health-related career can spend part of her time in a school and part of her time on the actual job in a community health-care facility.

It is the function of the teacher-coordinator to place students in state-approved work stations and to follow state and Federal guidelines regarding labor regulations.

It is recommended that the teacher obtain a copy of *Guidelines for Conducting Health Occupations Cooperative Education Programs*, available through the New Jersey State Department of Education, Division of Vocational Education, Health Occupations Unit, Bureau of Vocational-Technical Program Service, Trenton, New Jersey. These guidelines are an invaluable aid to a new instructor in a health-occupations program.

Testing

Written achievement tests and other measures of achievement are used to help determine what the student has learned at any point in the course of instruction. They are also valuable in determining how much she knows as a result of her total learning experience over a longer period of time and may be used prior to the course to determine where instruction should start.

Written tests are valuable tools in the learning process, and few programs are complete without them. However, even the best test can measure only part of what has been learned. As teachers our objectives should be to use achievement tests properly, weigh test results carefully, and combine the test results with other evidence of progress, such as the performance and progress made in Student Activities section in each lesson of this book.

It is our belief that occasionally involving students in the preparation of test questions not only aids the teacher in determining how much material has been retained by the students, but it also aids in allowing the student to feel she is a valuable part of the total learning process.

Test Card-File Building

This system consists of typing all available and usable questions on cards. The teacher can involve the students by having each prepare a question on the topics being covered. When a test is needed on a specific unit of work, appropriate questions are selected from the file cards on that topic, arranged in appropriate order with instructions to the student, and typed out on a stencil. By using this method, the teacher is constantly adding new questions to the card file and eliminating inadequate questions. This method is convenient, flexible, and meets the requirements for keeping the testing program up to date.

Example of file card

Name of Course____________________ Date__________

Type of Question__________________________________

Source (Student or book - Include page no.)

Question:____

____

Answer:____

____

This type of file-card system can also be used for on-the-spot oral quizzes. It can be color-coded for various topics, types of questions, or level of difficulty.

This suggested method of testing will not be applicable in all situations. Each teacher will need to plan, organize, and modify material to meet the needs of his or her students. It will be up to the individual teacher to use this professional experience and learn how to develop the most valid and meaningful tests possible.

Health Occupations Program Student Record

Junior Year

Name of student____

Name of sending school____

Admission date___________________ Completion date_________________

Record of classroom instruction

Subject	Hours	Grade
Orientation	18	____
Introduction to Aspects of Health and Human Behavior	30	____
Growth and Development of the Person	40	____
Introduction to Legal Aspects	18	____
Body Structure and Function	42	____
Skills Related to Health Occupations	129	____
Nutrition	25	____
Clinical Experience and conference	238	____
a. X-ray department	____	____
b. Laboratory department	____	____
c. Medical-Surgical Unit	____	____
d. Inhalation Therapy Department	____	____
e. Medical Office	____	____
f. Maternity Unit	____	____
g. Pediatrics Unit	____	____
h. Geriatric Unit	____	____
i. Physical Therapy	____	____

Health Occupations Program Student Record

Senior Year

Name of student____

Name of sending school____________Selected clinical area______

Admission date________________Completion date______________

Name of selected institution___________________________________

Or affiliated doctor_____________________________________

Address____

Record of classroom instruction:

Subject	Grade
Professional Growth	____
Developed Skills in Relation to Health Care in Office, Hospital	____
Clinical Evaluation:	____
First semester Remarks:	____
Second semester Remarks:	____
Third semester Remarks:	____
Fourth semester Remarks:	____

Recommended Textbooks

Allen, B.L., *Basic Anatomy, A Laboratory Manual*, W.H. Freeman Co., San Francisco, California

Anderson, B.G., *Obstetrics for the Nurse,* Delmar Publishers, Inc., Albany, New York

Anderson, P.C., *The Dental Assistant,* Delmar Publishers, Inc., Albany, New York

Anthony, Catherine Parker, *Structure and Function of the Body,* C.V. Mosby Publishers Inc., St. Louis, Missouri

Bleier. I.J., *Maternity Nursing,* W.B. Saunders Company, Philadelphia, Pennsylvania

Brady's Programmed Microbiology, J.B. Lippincott Co., Philadelphia, Pennsylvania

Brady's Programmed Orientation to Medical Terminology, J.B. Lippincott, Philadelphia, Pennsylvania

Bredow & Cooper, *The Medical Assistant,* McGraw Hill, New York, N.Y.

Caldwell & Hegner, *Health Assistant,*Delmar Publishers Inc., Albany, New York

Cherescavich, Gertrude, *A Textbook for Nursing Assistants*

Donovan, Belsjoe & Dillon, *The Nurse Aide,* McGraw Hill, New York, New York

Ferris, Elvira, *Microbiology for the Nurse,*Delmar Publishers Inc., Albany, New York

Ferris & Skelly, *Body Structure & Function Workbook,* Delmar Publishers Inc., Albany, New York

Hoffman, Lipkin and Thompson, *Simplified Nursing,* J.B. Lippincott Co., Philadelphia, Pennsylvania

Horneman, Grace, *Basic Nursing Procedures,* Delmar Publishers Inc., Albany, New York

Knoldler, *Manual for the Nurses Aide,* Delmar Publishers Inc., Albany, New York

Leahe, Mary, *A Manual of Simple Nursing Procedures*, W.B. Saunders Company, Philadelphia, Pa.

Memmler & Rada, *Structure and Function of the Human Body*, J. B. Lippincott Co., Philadelphia, Pennsylvania

Memmler, R.L., *The Human Body in Health and Disease*, J.B. Lippincott Co., Philadelphia, Pennsylvania

Milliken, *Understanding Human Behavior*, Delmar Publishers Inc., Albany, New York

Ohio State University, *Ohio Procedure Book - Nursing Arts Manual*, Columbus, Ohio

Price, Alice, *A Handbook and Charting Manual for Student Nurses*, C.V. Mosby Publishers, Inc., St. Louis, Missouri

Rapier, Koch, *Practical Nursing*, C.V. Mosby Publishers Inc., St. Louis, Missouri

Schwartz, William, *Facts About Syphilis & Gonorrhea - Student Manual*, The American Association for Health, Physical Education and Recreation, Washington, D.C.

Thompson, Eleanor D., *Pediatrics for Practical Nurses*, W.B. Saunders Company, Philadelphia, Pennsylvania

Townsend, *Nutrition and Diet Modifications for the Nurse*, Delmar Publishers Inc., Albany, New York

Young & Borger, *Learning Medical Terminology Step by Step*, C.V. Mosby Publishers Inc., St. Louis, Missouri

Visual Aids

Trainex Corporation
P.O. Box 116
Garden Grove, California 92642

Nursing Series - Filmstrips

BN 103	The Bed Bath
BN 104	The Occupied Bed
BN 107	Feeding the Patient
BN 101	Blood Pressure
BN 102	Cleansing Enema
BN 105	Temperature, Pulse & Respiration
BN 106	Urinary Care
BN 108	Admission & Discharge
BN 109	Lifting & Moving the Patient
BN 110	Medical Asepsis
BN 111	Personal Care in Long Term Illness
BN 112	Positioning to Prevent Contracture
BN 113	Range of Joint Motion Exercises
BN 114	Transfer Activities and Ambulation
BN 115	Bowel and Bladder Training
BN 116	Preoperative and Postoperative Care
BN 117	Care of the Dying Patient
BN 118	Isolation Technique
BN 119	Observing and Charting
BN 120	Orientation
BN 121	Application of Binders and Bandages
BN 122	Showers and Tub Baths
BN 123	Use of Patient Lifters
BN 124	Assisting With a Physical Examination

SN 140	Urinary Catherization
SN 141	Colostomy Irrigation
SN 142	Tracheostomy Care
SN 143	Subcutaneous and Intromuscular Injections
SN 145	Nasogastric Intubation and Gavage Feeding
SN 147	Sterile Technique and Dressing Change
SN 148	Care of Patient in Traction
SN 149	Oxygen Administration
SN 150	Hypothermia
SN 151	Care of Patient in Cervical Traction
SN 152	Care of Patient in a Cast
SN 153	I.P.P.B (1) Bird Mark VII
SN 154	I.P.P.B. (2) Bennett
SN 155	Spiritual Needs of the Patient
SN 156	The Normal Heart and the EKG
SN 157	Ultrasonic Nebulizer

Trainex Corporation

Nursing Series - Filmstrips (Cont'd.)

PC 173	Intake and Output	
PC 175	Teaching Crutch Walking	
PC 176	The Use of Protective Restraints	
PC 177	Local Application of Heat and Cold	
PC 179	Preoperative Skin Preparation	
PC 180	Care of the Patient with a Hearing Impairment	
PC 181	Maintaining the Patient's Chart	
PC 184	Operating Room - Scrubbing, Gowning & Gloving	
PC 185	The Prevention & Treatment of Decubiti	
PC 190	Care of the Patient with a Head Injury	
PC 191	Postural Drainage, Clapping & Vibration	
PC 193	Teaching the Patient with Diabetes	
PC 194	O.R. Admitting the Patient for Surgery)	Recommended
PC 195	O.R. Positioning I, Supine & Lithotomy)	for
PC 196	O.R. Positioning II, Prone & Jacknife)	O.R.Tech.
PC 198	O.R. Skin Preparation)	Students
PC 201	Legal Implications in Nursing	
PC 204	Hot To Take an Electrocardiogram - Med. Office Assistants	
PC 205	O.R. Drapery I: Mastectomy & Lithotomy - O.R. Tech.	
PC 206	O.R. Drapery II: Thoracotomy, Laporatomy & Extremities	
PC 207	Postpartum Care	

Hospital Food Service Series

FS-158	Food Service Orientation
FS-159	Hospital Food Sanitation
FS-160	Hospital Kitchen Safety
FS-161	Hospital Food Handling
FS-162	Hospital Dishwashing

Hospital Fire Safety Series

FR-163	Hospital Fire Safety Procedure
FR-166	Emergency Removal of Patients
FR-167	Fire Extinguishing Equipment

Visual Aids

Train-Aide
1015 Grandview Avenue
Glendale, California 91201

Train-Aide Educational System is a new type of supplement to teaching. It consists of:

1. A 16mm color-sound film in cartridge form.
2. A programmed instruction unit in booklet form to reinforce the subject, with accompanying post-test.
3. A portable, rear-screen projection device.

Available programs

I Team Nursing

T0010 An Introduction to the Nursing Care Plan
T0011 Group Dynamics in the Planning Care Conference
T0012 Philosophy of Team Nursing
T0013 Planning Team Assignments

II Developing Skills in Communications

T0016 Staff Communications
T0015 Nurse-Patient-Family Communications

III An Introduction to Hospital Work

T0080 The Hospital
T0081 Hospital Code of Ethics
T0084 Basic Medical Asepsis
T0085 Temperature, Pulse & Respiration
T0086 Blood Pressure

IV Body Mechanics

T0100 An Introduction to Posture
T0101 Alignment - Prevention of Contractures
T0102 Principles of Body Mechanics
T0103 Applying the Principles of Body Mechanics

Train-Aide

V Rehabilitation Nursing

T0110	Prevention & Treatment of Decubitus Ulcers
T0211	Remotivation
T0112	Patient Transfers and Ambulation
T0210	Activities of Daily Living

VI Care of the Orthopedic Patient

T0118	Turning Frames
T0117	Spinal Injuries
T0116	Preventative Nursing Care for the Patient
T0115	The Patient in Traction

VII The Patient in Isolation

T0131	The Patient With a Communicable Disease
T0133	Protecting the Patient From His Environment

VIII The Ward/Unit Secretary

T0300	An Introduction to the Ward/Unit Secretary
T0302	Communication of Messages
T0304	The Patient's Chart
T0306	Medical Terminology and Abbreviations

Under development are training programs for virtually every area of the hospital or nursing home.

Mercer County Audio-Visual Aids

(Mercer County Film Library will also obtain films needed from other county libraries)

Films

	Orientation	Catalog No.
1.	How To Study	762
2.	How To Write a Term Paper	766
3.	Importance of Making Notes	761
4.	Developing Self-Reliance	160
5.	Homework, Studying on Your Own	274
6.	Man to Man - Vet. Adm.	
7.	The Dental Assistant - a Career of Service - U.S.P.H.S.	MIS-643
8.	A Message to Noone	MIS-748
9.	The Healers - A.M.	1345
10.	Helping Hands for Julie	MIS-535
11.	The Human Cell and the Cytotechnologist - A.C.S.	
12.	Almost a Miracle - U.S.P.H.S.	MIS-870
13.	Diary of Connie McGregor	MIS-710
14.	Plaster Casts - Vet. Adm.	

	Family Unit	
1.	Alcoholism	21
2.	Heredity and Environment	270
3.	Posture and Exercise	527
4.	Drugs and the Nervous System	1138
5.	Atomic Attack	55
6.	About Fallout	1100
7.	The Feeling of Hostility - Vet. Adm.	
8.	Non-Verbal Communications - Vet. Adm.	
9	The Quiet One - Vet. Adm.	
10.	Care at Home - U.S.P.H.S.	MIS-666
11.	A Short Way Home	M-1454X
12.	The Critical Decades - U.S.P.H.S.	MIS-958

	Anatomy and Physiology	
1.	Human Body - Muscular System	316
2.	" " - Skeletal System	320
3.	" " - Circulatory System	313
4.	" " - Digestive System	314
5.	" " - Excretory System	315
6.	" " - Nervous System	317
7.	" " - Reproductive System	318
8.	" " - Respiratory System	319

Anatomy and Physiology (cont'd.)

		Catalog No.
9.	The Human Machine	321
10.	Hemo the Magnificent - I & II	888 & 889
11.	Osmosis	492
12.	What Is a Cell?	701
13.	Vascular Deficiences	Abbotes Inc.
14.	Exercises to Mobilize the Shoulders - U.S.P.H.S.	M-914
15.	Orientation to the Use of Crutches	M-918
16.	Transfer From Bed to Wheelchair With Assistance	M-913
17.	Mechanism of Breathing - Vets. Adm.	

Nutrition

1.	Fundamentals of Diet	229
2.	Foods and Nutrition	213
3.	Feeding the Patient - U.S.P.H.S.	MIS-053

Maternal and Child Care

1.	Films from Dy-Dee Wash Inc.	McGraw-Hill
	a. The Office Visit	
	b. Labor and Delivery	
	c. Human Reproduction	
2.	Right From the Start - U.S.P.H.S.	MIS-752

Child Growth and Development

1.	Thread of Life I & II	896 & 897
2.	Children's Emotions	124
3.	Fears of Children	199
4.	Angry Boy	32
5.	The Two-Wheel Bike	787
6.	Frustrating 4's & Fascinating 5's	227
7.	Sociable 6's to Noisy 9's	599
8.	Act Your Age	2
9.	Growing Up	259
10.	Personality and Emotions	517
11.	Preface to Life	531

Drugs and Solutions

1.	The Metric System	489
2.	An Ounce of Prevention - Merrill, Inc.	
3.	And the Earth Shall Give Back Life - Squibb	

Nursing Arts	Catalog No.
1. External Cardiac Massage - Smith, Kline & French	
2. Hospital Asepsis - Johnson & Johnson	
3. Balance in Action - Vets. Adm.	
4. Care & Use of the Clinical Thermometer - A.R.C.	
5. Handwashing in Patient Care - U.S.P.H.S.	
6. Technique for Maintenance of Range of Motion - U.S.P.H.S.	
7. Therapeutic Use of Heat & Cold, I & II U.S.P.H.S.	MIS-186, 187
8. The Vital Signs and Their Interrelation: Body Temperature - U.S.P.H.S.	MIS-017

Human Behavior - Smith, Kline & French Laboratory

1. Child Behind the Wall
2. A New Chapter
3. The 91st Day
4. Reinforcement Therapy
5. Remotivation: A New Technique for the Psychiatric Aide
6. Toymakers
7. Cry for Help

COMMUNITY SERVICES

A Guide to Health, Welfare & Recreation Resources for Student Research Projects

Adoption and Foster Care

Bureau of Children's Services
Catholic Welfare Bureau
Children's Home Society

Services for Aged

Catholic Welfare Bureau
Division on Aging - State of New Jersey
Family Service Association (Local)
Jewish Community Center (Local)
Local County Welfare Board
Social Security Administration
Visiting Nurses

Alcoholism

Alcoholics Anonymous Groups
Division of Chronic Illness Control - State of N.J.
Alcoholism Clinic (Local hospital)
Neuro-Psychiatric Institute - New Jersey
Ambulance & Rescue Squads
Armed Forces, Services for American Red Cross
N.J. Home for Disabled Soldiers, Menlo Park
N.J. Home for Disabled Soldiers, Vineland
United Services Organization

Blindness & Sight Conservation

Local Board of Education
Library for the Blind & Handicapped - N.J.
Local Welfare Board
New Eyes for the Needy - Short Hills, N.J.
State Commission for the Blind - N.J.
Association for the Blind (Local)

Blood Bank

Local County Blood Center
Local Hospital Blood Center
American Red Cross

Camping

Local Boys Club
Boy Scouts of America, Geroge Washington Council
Catholic Youth Organization
Local Jewish Community Center
YMCA - Local Chapter
YWCA - Local Chapter
Local Salvation Army
State Association for Retarded Children
Local Girl Scout Council
Local Camp Fire Girls

Child Health

Local Board of Education
Local Child Guidance Center
Local Rehabilitation Center
Visiting Nurses Association (Local)
Division of Constructive Health, State of N.J.

Childrens' Homes & Treatment Centers

N.J. Neuro-Psychiatric Institute
Local Children's Home Society

Child Welfare

Bureau of Children's Services

Civil Defense

Local County Civil Defense & Disaster Control

Clinics

Local Child Guidance Center
Guidance Clinic, Catholic Welfare Bureau
Local Hospitals
Local Planned Parenthood Association
Veterans Administration (Regional Office)

Community Organizations

Local Councils of Churches
Local United Fund
Chamber of Commerce
Human Relations Council
Jewish Federation (Local)
Local Component Medical Society

Correction

Division of Correction & Parole, New Jersey
Local County Courts & Probation Department
Local Department of Public Safety

Counseling

American Red Cross (Local)
Board of Education (Local)
Catholic Welfare (Local)
Child Guidance Center (Local)
Children's Home Society (State of N. J.)
Council of Churches, Juvenile Aid Department (Local)
Jewish Family Services (Local)
N.J. Employment Services (Local Department)
Salvation Army (Local)
Veterans Administration - Regional Office

Day Care

Local Child Guidance Center
N.J. Association for Retarded Children
Local Day Care Centers

Drug Dependency

Bureau of Drug Abuse Activities - N.J. State
N.J. Neuro-Psychiatric Institute

Economic Opportunity Program

Local Board of Education
Local Legal Aid Society

Education

American Red Cross (Local Chapter)
Board of Education (Local)
Child Guidance Center (Local)
Public Library (Local)
Local Community College
Local Vocational or Technical School
Local Hospital's School of Nursing
N.J. Association for Retarded Children
Local Planned Parenthood Association

Employment

Local Community Day Care Corps
Local Welfare Board
N.J. Association for Retarded Children
N.J. Department of Community Affairs
N.J. Rehabilitation Commission
N.J. State Employment Service

Family Planning

Planned Parenthood Association (Local)

Financial & Material Assistance

American Red Cross (Local Chapter)
Division of Public Welfare - State of N.J.
Local Welfare Board
Salvation Army
Volunteers of America
Welfare Departments (Municipal)

Foreign Born, Services For

Human Relations Council (Local)

Handicapped, Services For

Association for Retarded Children, Local Chapter
Library for Blind & Handicapped, N.J.
Local Welfare Board
Office of Special Education - State
N.J. Rehabilitation Commission
Social Security Administration
Young Women's Christian Association

Health Organizations & Departments

American Cancer Society
American Red Cross
Health Departments, Municipal
Local County Association for Mental Health
American Heart Association
Local County TB & Health League
National Multiple Sclerosis Society, Central N.J.
State Department of Health
Local Planned Parenthood Association
Local Division of Health

Homemaker Services

Division of Chronic Illness (State)
Visiting Homemaker - Home Health Aide (Local)
Hospitals
N.J. Division of Mental Health & Hospitals
N.J. Sanitorium for Chest Diseases
N.J. State Hospital at Trenton
The Carrier Clinic
Veterans Administration Hospital

Housing

Bureau of Housing, N.J.
Bureau of Housing Inspection, N.J.
Bureau of Relocation (Local)
Local Division of Inspection
Local Housing Authority

Reference Agencies

American Red Cross
Council of Churches
Local United Fund
Local Family Services
Jewish Family Services
Local Association for Mental Health
Local Medical Society
Local Office on Aging